

The Secondary Head of Department

Professional Development Requirements, Expectations and Directions

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***THE SECONDARY HEAD OF DEPARTMENT:
PROFESSIONAL DEVELOPMENT REQUIREMENTS,
EXPECTATIONS AND DIRECTIONS***

'It is an onerous position yet it is assumed that because you have been a good teacher for 10 or 15 years that you can do these things.'

ABSTRACT

The study sought to hear the voice of the Head of Department (HOD) in independent, non-government secondary schools in the ACT Region on their changing leadership role and their recommendations for targeted professional development.

Heads of Academic Departments (HODs) face significant challenges by being in the middle of the organisational structure of a secondary school. They are required to be competent change agents for whole-of-school 'macro' initiatives on one hand, yet on the other hand foster 'micro' initiatives that support effective learning and teaching in individual classrooms. HODs deal on a daily basis with a broad range of important school issues that include influencing people; management; departmental structures; administration; leadership; student success and progress; educational theory and practice; department and school culture; communication; parents; external educational bodies; professional development; up-to-date pedagogy; and their own teaching and learning. There is frequently a lack of clarity of expectations about their role in a rapidly and ever-changing school system. The incumbents have rarely received targeted professional development for this crucial middle-ranking leadership position.

The study describes and analyses the findings of detailed research with 24 Heads of Department and six Professional Development Coordinators at six independent, non-government secondary schools. The prime focus was on the changing leadership expectations of Heads of Department and, as a result, the professional development required to support the emerging requirements and expectations of and the directions for the role. The study followed an earlier Dinham et al. (2000) research project, of which I was one of the researchers, into the roles of Heads of Department in independent, non-government secondary schools. The study used analysis of existing job descriptions of Heads of Department, structured interview questionnaires that required quantitative categorisation and analysis, and open-ended interview questions requiring qualitative analysis. The respondents were all leaders of a major academic department within an independent, non-government secondary school.

The five major themes that developed were the forces acting upon and tensions experienced by the Head of Department whilst maintaining credibility as an excellent teacher; the relatively newly developed Professional Development Coordinator role; the definition of the

leadership approach, resultant implications and, as a result, the alternative structures that secondary schools are examining for academic leadership; communication between the middle ranking subject leaders and their senior executive; and the targeted professional development required for the changing role of a HOD.

In independent, non-government secondary schools, the department structures and leadership quality can be powerful forces to assist or resist any reform agenda. Effective leadership of these academic departments becomes important to secure a constant quest to improve the quality of learning and teaching; to improve student outcomes; to nurture staff for more senior leadership positions and to transfer the benefits of a distributive leadership to more staff.

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LIST OF ABBREVIATIONS

ABS	Australian Bureau of Statistics
ACE	Australian College of Educators
ACER	Australian Council of Education Research
ACT	Australian Capital Territory
AHISA	Association of Heads of Independent Schools of Australia
AIS	Association of Independent Schools
APAPDC	Australian Principals Associations Professional Development Council
APCSSA	Association of Principals of Catholic Secondary Schools of Australia
APPA	Australian Primary Principals Association
ASPA	Australian Secondary Principals Association
CEO	Chief Executive Officer
CPD	Continuous Professional Development
CSA	Christian Schools Australia
DEST	Department of Education, Science and Training
HOD	Head of Department
HODs	Heads of Departments
ISCA	Independent Schools Council of Australia
NCSL (UK)	National College of School Leadership (United Kingdom)
NIQTSL	National Institute of Quality Teaching and School Leadership (now called 'Teaching Australia')
PD	Professional Development
PDC	Professional Development Coordinator/s
SDC	Staff Development Coordinator
TTA	Teacher Training Agency (UK)

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CHAPTER 1

This chapter introduces the thesis topic, the background to the research project and initial pilot study, the rationale and the outline of the thesis chapters.

1.1 INTRODUCTION

Australian school administrative systems have expressed considerable concern in recent years (Ramsey 2000; Gronn & Rawlings-Sanaei 2003; Lacey 2004; D'Arbon 2004) at the diminishing pool of teachers seeking higher leadership positions within secondary school systems. In response to these educational concerns, the Australian Government established a National Institute of Quality Teaching and School Leadership (NIQTSL) in Canberra in late 2004. On 5 December 2005, the name was changed to Teaching Australia: Australian Institute for Teaching and School Leadership. Four peak national school leadership associations – the Australian Primary Principals Association (APPA), the Australian Secondary Principals Association (ASPA), the Association of Principals of Catholic Secondary Schools of Australia (APCSSA) and the Association of Heads of Independent Schools of Australia (AHISA) – developed an 'in principle' position to support such an Institute during 2002 and 2003. This national cooperation and sense of purpose has highlighted the depth of concern about the lack of school leadership development. The paper called 'An essential investment: a proposal for a national institute of school leadership' (2003), commissioned by members of the four peak groups for school principals, states:

There is a need...to provide access to programs which develop leadership skills much earlier in teachers' careers for their intrinsic and immediate values as well as for career progression (2003, p. 1).

The lack of career planning, especially in relation to principalship, concerns all major secondary school employer groups. Lacey (2002, p. 227), in a recent study of the Victorian Government school system, found that 'few teachers regard principal level positions as attractive'. She outlined the need for a stable and well designed succession planning process for teachers' leadership aspirations and lamented the absence of such programs.

Key middle ranking positions in secondary schools include the head of an academic department, pastoral or welfare leaders and administration coordinators. This thesis focusses

on the head of an academic department leadership position within the current agenda of rapid educational reform and debate in Australia. It addresses specifically the professional development requirements, expectations of and directions for the changing role of a Head of Department (HOD) in independent, non-government secondary schools. More detail about this sector is provided in Chapter 1.2. While there has been significant research into the role of school principals, and for that matter, classroom teachers, the 'middle executive' level in schools has received far less attention. In considering the literature in this area, Connors (1999, p. 27) stated, 'few studies in Australia or internationally have explored the importance and the dimensions of the head of department's role in a secondary school'. He further described a head of department as 'a driving force in a secondary school', who is very much pre-occupied with routine administration and crisis management, has little time for strategic thinking, and is reluctant to monitor the teaching of their colleagues. Such a description hints at a predominantly managerial role for a HOD.

In the late 1990s, an invitation to speak at a national Independent Schools Heads of Department conference provoked my early interest in this research. Seeking information on my theme of job descriptions, I went to a meeting of principals and asked them to rank, in order of their priority, a list of the normal sorts of roles expected of a HOD. I then went to the conference ahead of my speaking time slot and had the HODs complete a similar rank order task of the same roles according to their priority. There were remarkable differences between the ranking places of the HODs and Principals. Principals sought a whole school focus, implementation of school aims and the improvement of teaching and learning. HODs saw their role being dominated by organisation, their efficiency in their role, and a focus on their subject areas. The HODs confirmed Connors' view of their praxis. The rank order highlighted a lack of communication or agreement on the priorities for HODs between the two levels of leadership in independent schools, and the need for further, more detailed research into the role of a HOD.

In 2003 the National College of School Leadership (United Kingdom) (NCSL [UK]) commissioned a review of literature on secondary school middle managers. Five main findings of the report called 'The role and purpose of middle leaders in schools' by Bennett et al. (2003, p. 1) were as follows: first, that the role of the HOD was crucial to the quality of a pupil's learning experience. Second, that there was a resistance to the role of monitoring their colleagues' work. Third, that subject knowledge was crucial for the professional identity of

the department and its leadership. Fourth, that senior executives wanted a greater whole of school contribution yet middle managers saw themselves as departmental advocates. Finally, the researchers found that there was little empirical work on either the influence of middle leadership or the effectiveness of middle leaders' professional development. The last two findings are of particular interest for this research study.

A great body of research into the leadership and professional development requirements of a secondary school principal has been conducted (Leithwood 1993; Collard 1997; Caldwell & Spinks 1998; Bishop & Mulford, B 1999; Silins & Mulford, B 2002; Holden 2002a, 2002b; Crowther, Kaagen & Ferguson 2002; Stoll & Bolam 2005). Australian Government funded national organisations such as Australian Principals Associations Professional Development Council (APAPDC) foster professional development needs for principals. Between 2003 and 2005 APAPDC ran workshops for over 3,000 principals and other school leaders based on the theme 'Learn: Lead: Succeed'. In 2006 a new program called L5 Frame began. It attempted to provide a common understanding of leadership and develop a common language to describe and explore it.

There has also been an extensive body of research into the leadership and professional development requirements of teachers (Hawley & Valli 1999; Birman et al. 2000; Magestro & Stanford-Blair 2000; Poskitt 2001; Hill, Hawk & Taylor 2002; Bredeson 2002; Turnidge 2002; Borko 2004; Cole 2004; Cumming 2004; Ingvarson, Meiers & Beavis 2005.) Therefore, with much analysis on record for teachers and principals in regard to leadership and professional development, the area of teachers holding middle-ranking leadership roles, such as HODs, deserves a review. Because research on the HOD has often been neglected, and especially with targetted professional development, this study seeks to address this need. Hill (1995), writing in a USA context, observed that very few HODs have ever been asked how they view and approach their work. Adey (2000) found that in a UK survey of 112 middle managers, 57.4% said they had received no training to prepare or equip them for their role. The literature review on HODs in Chapter 2 emphasises the widespread neglect and/or confusion internationally about the emerging role of a HOD in the twenty-first century.

A focus on the professional development of a HOD is needed. This focus must also be put into the context of the growing complexity of professional development delivery for the teaching profession. In recent decades the teaching profession has changed dramatically and,

as a result, professional development requirements and expectations have grown. Recent agenda items in most secondary schools in Australia include the successful implementation of information technology across the curriculum, pastoral issues, learning styles, brain research, outcomes-based curriculum, and new assessment models. School principals expect the HOD to be at the forefront of these changes. Therefore, research into the role of the HOD becomes crucial if the desire is to encourage improved student outcomes and better schools.

The HOD must be a leader by example on the current educational agenda, an enforcer of any appropriate change, a seller of any new policy or practice, and the key middle person working out how to implement these educational priorities within the busy world of a secondary department and school. HODs have to also establish the appropriate links between their department members and the upper executive of their schools. In the era of a more distributed leadership model (refer Chapter 2.3), the middle and linking leadership position of a HOD assumes heightened importance. There are greater expectations being placed on a HOD to lead and to contribute to whole school leadership. No longer is being an efficient manager of a department seen as a sufficient role. The direct benefit that improved educational leadership will have on the quality of what happens in the classroom is an important advantage to any school. Ramsey (2000, p. 14) in his review of Teacher Education in New South Wales stated, 'repeatedly, the point was made in advice to the review that the quality of educational leadership is critical to raising the quality of teaching'. In the twenty-first century the HOD has become a key agent of such leadership in Australian secondary schools.

School systems can improve their middle management and leadership positions to benefit student outcomes and school climates and to increase the leadership pool for senior positions. The crucial academic leadership position of a secondary HOD is often a rite of passage to higher leadership roles.

1.2 THESIS FOCUS

The two overarching questions which guided the focus of this research into the professional development requirements, expectations of and directions for the independent, non-government secondary school Head of Department were:

1. What are the contemporary leadership roles and resultant tensions for a HOD in an independent, non-government secondary school? This question focusses on the role of a HOD, the changes taking place and the challenge to find the right leadership mix of transactional and transformational roles.
2. What professional development (PD) is required to equip a HOD to perform the changes highlighted in the first question with the aim of improving student and school outcomes?

This research builds upon my 1999 collaborative research project into the role of a secondary HOD and published by the University of Western Sydney in April 2000. The research team consisted of S Dinham, K Brennan, J Collier, A Deece and D Mulford, the last four all practising principals, with two from the New South Wales Government secondary schools system, and two from the New South Wales independent schools sector. In late 2000, the Australian College of Education (ACE) published a paper based on this initial research, 'The Secondary Head of Department – key link in the quality teaching and learning chain', which became part of their Quality Teaching Series. This earlier collaborative research (Dinham et al. 2000) was conducted in two government schools and two independent, non-government secondary schools. There were no significant variations from HODs in each sector about their roles and/or needs. The current study was conducted in six independent, non-government secondary schools. Such schools have a greater autonomy and power to make on-site decisions about professional development of staff than schools in a state system. One example of this autonomy is the earlier introduction into Australian non-government, independent secondary schools of specific Professional Development Coordinators (PDC) or similar roles than the systemic government schools. Examples of schools that had such positions in the early 1990s include Our Lady of Sion Catholic College, Box Hill, Victoria; Blue Mountains Grammar School, NSW; St John's Catholic College, Dandenong, Victoria; and Canberra Grammar School (Anglican), Red Hill, ACT.

In 2005, according to the Independent Schools Council of Australia (ISCA) (2006, p. 1) and based on *Schools, Australia 2005* (Australian Bureau of Statistics [ABS] cat. no. 4221.0), the non-government school sector constituted 32.9% of Australian students for all sectors of school systems and this figure continues to rise. Over the period 1996 to 2004, the sector's average annual enrolment growth was 3.4% (ISCA 2005, p. 3). Current predictions have the share of enrolments in independent and Catholic schools changing from 32.6% in 2004 to 34.9% in 2010 (ISCA 2005, p. 1). Within the ACT, the 2005 figure for secondary students attending independent, non-government schools was over 40% (ISCA 2005, p. 2). The following table and diagram illustrate the non-government school enrolments by different categories in 2006 and the enrolment change by sector for the period 1970 to 2006. Table 1 illustrates the break up of independent, non-government schools via the categories of primary, secondary, combined primary/secondary and special schools, and the affiliations of independent non-government schools, noting that 85% of them have a religious affiliation. Australian Bureau of Statistics data does not categorise independent Catholic schools as independent. These schools are a significant part of the independent schools sector and when included there were a total of 1,078 schools and 490,772 full-time equivalent students in 2006.

TABLE 1 – Australian independent, non-government schools

A. Number of independent, non-government schools

Primary	285	28%
Secondary	90	9%
Combined	590	59%
Special schools*	42	4%
Total	1,007	100%

* Special schools provide for students with disabilities.

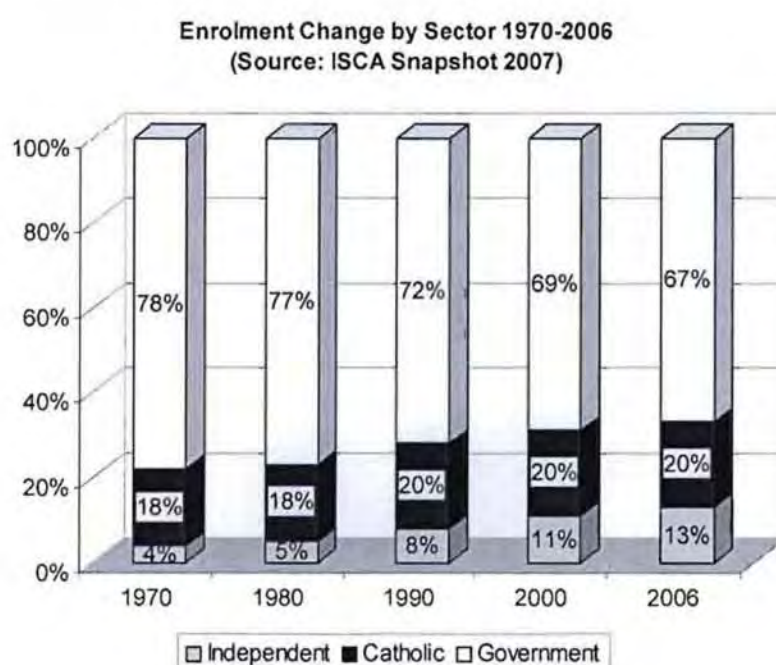
B. Affiliations of independent, non-government schools* (not including Catholic systemic schools)

Affiliation	Schools	Students	% of Students
Anglican	152	128,109	25.6
Nondenominational	179	64,941	13.0
Roman Catholic	71	49,997	10.0
Uniting Church in Australia	43	46,679	9.3
Christian Schools	125	43,841	8.8
Lutheran	83	32,133	6.4
Interdenominational	27	17,779	3.5
Baptist	43	16,269	3.2
Islamic	30	15,874	3.2
Seventh Day Adventist	56	10,110	2.0
Presbyterian	14	9,572	1.9
Jewish	19	9,038	1.8
Steiner	44	7,215	1.4
Pentecostal	19	6,746	1.3
Assemblies of God	16	6,370	1.3
Brethren	10	4,736	0.9
Greek Orthodox	8	4,112	0.8
Montessori	36	3,593	0.7
Other Catholic	7	3,421	0.7
Other Orthodox	6	1,970	0.4
Society of Friends (Quaker)	1	1,219	0.2
Churches of Christ	2	770	0.2
Ananda Marga	2	219	0.0
Hare Krishna	1	48	0.0
Other religious affiliation	6	2,032	0.4
Other - includes special schools, international schools, Indigenous schools, and community schools.	85	14,231	2.8

*Source: Independent Schools Council of Australia Snapshot 2006 – based on Australian Bureau of Statistics [ABS] cat. no. 4221.0.

These figures for enrolment share are part of a significant trend over the past three decades in Australia. Diagram 1 illustrates the enrolment change by sector from 1970 to 2006. It shows the Catholic sector has been fairly stable from 1970 to 2006 for the overall enrolment proportion. This is illustrated by the Catholic sector being steady at 20% from 1990 to 2006 and at the 18% level in 1970. The greatest change has been the rise in the independent sector and the resultant fall in the government school sector for enrolment share.

DIAGRAM 1 – Enrolment Change by Sector 1970-2006*



*Source: Independent Schools Council of Australia Snapshot 2007.

The independent sector rose from 4% in 1970 to 13% in 2006 whilst the government sector fell from 78% to 67%. This is of concern to many government school planners. The announcement in June 2006 by the ACT Government of the intended closure of 39 government schools highlights the impact of this trend.

The focus for this particular research project was independent, non-government schools. It should be noted that for this study there were two types of Catholic schools. Two of the three Catholic schools were independent of the Catholic systemic system, however not independent of the influence of the Church and their guidelines for Catholic schools. The third was a member of the systemic Catholic system. The other three schools were independent,

non-government schools. All were not part of any system. One was Anglican and the other two non-denominational.

The methodology chosen for this thesis (Chapter 5) was an action research model using multiple methodologies and data-driven research. Somekh and Thaler (1997, p. 153) observed that 'action research is the study of a social situation with a view to improving the quality of action within it'. Action research (eds Kemmis & McTaggart 1988; Dick 2000a, 2000b) favours researchers with a strong understanding of the work site and roles of the participants. Action research requires a series, cycle or spiral approach of planning, acting, observing, reflecting and then repeating the process (Carr & Kemmis 1986). As Kayrooz and Trevitt (2005, p. 295) state, this research methodology posits that 'insiders are very familiar with their audience' and 'participative action research allows insiders to share their expertise in a non-threatening way with others who equally may be in need of solutions'. Both of these points proved to be the case with my research methodology into the role of the Secondary Head of Department. My experience in educational institutions is deeply rooted in independent, non-government schools, academic leadership, and as Head of Departments, Director of Studies and Principal. I have held many leadership positions for organisations for Principals, hence access to independent, non-government, schools proved feasible. Independent, non-government schools were keen to be part of this research project, and the ongoing dialogue about the findings and the refinement of policies and practices as a result of this process. The schools' interest also influenced the choice of the research model.

1.3 RATIONALE

Recent international research demonstrates a relationship between physical health and occupational status/level of appointment, that is, those persons who hold higher-level positions in organisations enjoy better physical health on average than those in lower positions (Marmot & Theorell 1988; Marmot & Feeney 1996; Marmot et al. 1997). Researchers speculate this may be due in part to the lower levels of control exercised over pace and timetabling of work by those occupying lower positions. Such speculation encouraged for me, as a Principal, a focus on those staff holding lower positions within the secondary school system.

The Dinham et al. (2000) pilot study into the role of HOD arose from four principals seeking to improve the academic culture of their schools and to provide sound leadership pathways for their staff. The authors of the Dinham et al. (2000) study designed a pilot research project to explore the world of the secondary school HOD. Prior research of the fifth team member, Professor Stephen Dinham from the university sector, on stress levels in secondary schools adds another dimension to the research into the changing roles of HODs. The work by Dinham and Scott (1999) found a distortion to the 'normal' pattern in their samples of school executive and classroom teachers. In the samples of teachers from Australia, New Zealand, the USA and England, they predicted and found that principals were least stressed and most satisfied, followed by the next level, deputy principals. Overall, though, the most stressed group did not comprise classroom teachers, but those in 'middle management' positions such as independent, non-government secondary school Heads of Department (HODs) and primary executive below the rank of deputy. This research highlights the dilemmas of being in the 'middle': the HODs lack the executive power of senior management. While they share the classroom demands of their subordinates, they also have to lead those subordinates and account for their development quality.

In the Dinham et al. (2000) pilot study, surveys were conducted in four New South Wales schools during 1999. The research findings were published as part of the Australian College of Education Quality Teaching Series (Paper 2, 2000). The methodology used in the Dinham et al. (2000) pilot study was a content analysis/grounded theory approach to an open interview structure with HODs. The study questions guiding this first research design were:

- Why do HODs aspire to the position?
- How well are HODs prepared for the role?
- What are the elements of HODs' workloads?
- What do HODs like most and least about their work?
- How would HODs prefer to allocate their time and effort?
- How do HODs develop/acquire their individual management/leadership style?
- How do HODs see their role contributing to educational change, leadership and decision-making?
- What are the professional development needs of HODs and how are these addressed?

- What are the future aspirations of HODs?

Analysis of both quantitative and qualitative data in the Dinham et al. (2000) pilot study highlighted the difficulties experienced by those occupying such linchpin positions in meeting the demands of their own teaching (usually a full load or almost so), and the various roles of staff supervision and development, leadership, pupil discipline and welfare, school administration and other duties. This complex, often conflicting set of duties has to be juggled with the key role of initiating and responding to change in all areas. If positive educational change is to occur, the department head must guide and drive this reform both at the department and classroom levels whilst also seeking to influence the executive and corporate levels of school life. The eight key findings of the original pilot research project, expressed as issues, show the need to:

- Issue 1: ...find ways to better identify and nurture potential school leaders.
- Issue 2: ...find ways to assist potential heads of department to better understand the role and to clarify their own reasons for aspiring to it.
- Issue 3: ...design and make available to aspiring school leaders formal programs which contain an adequate range of 'rich', relevant experiences, knowledge and skills to meet the demands and challenges they will face in schools.
- Issue 4: ...rethink and reconceptualise the work expected of the head of department in schools to make more time available to enable them to re-direct their time, expertise and energies to the higher level and more 'professional' responsibilities of the position.
- Issue 5: ...provide support and encouragement to enable networking to occur within and across schools to link aspiring and beginning school executive with more experienced, supportive colleagues.
- Issue 6: ...focus on improving formal and informal communication methods in today's secondary schools.
- Issue 7: ...build upon the programs advocated for aspiring heads of department to provide individually tailored and packaged professional development programs for practising heads of department which recognise both the diverse demands of the position and individual need. Such programs need to [be] grounded in an experiential problem solving framework and utilise other measures already advocated such as networking with more experienced school executive and specialist staff. Such professional development, where successfully undertaken, needs to be supported, formally recognised, linked to salary, and where relevant, accredited towards higher degree study
- Issue 8: ...consider and adopt more flexible appointment and promotion procedures for executive in secondary schools, including fixed term appointments, the introduction of an intermediate executive position in some departments, and enhanced transfer and exchange opportunities (Dinham et al. 2000, pp. 31-5).

This earlier Dinham et al. (2000) pilot research, as briefly outlined above, provided the basis of this thesis for further exploration of the professional development requirements, expectations of and directions for the vital role of academic leaders (HODs) within a secondary school given a climate of educational change (see Chapter 2.2). This study addresses the professional development requirements and the changing leadership role of a HOD.

The Dinham et al. (2000) pilot study isolated the three distinct areas of curriculum, people and management issues as PD priorities for a HOD. Therefore, the following interview questions guided the first stages of this thesis and tested the strength of these three priorities from the Dinham et al. (2000) pilot study. Therefore, the first part of the interview process focussed on these areas:

- *What are the PD needs for a HOD in relation to curriculum issues?*
The **curriculum** category contained the four subsets of curriculum changes, provision of resources, outcomes assessment and teaching/learning techniques.
- *What are the PD needs for a HOD in relation to people issues?*
The **people** category contained the four subsets of leadership training, conflict resolution, staff team-building and staff appraisal.
- *What are the PD needs for a HOD in relation to management issues?*
The **management** category contained the four subsets of time allocation, diversity of demands, delegation skills and budget skills.

The second part of the interview process focussed on the PD delivery, the success of the PD provision, and the expectations for future PD provision. The following questions guided this stage:

- *How, if at all, is PD being delivered specifically for a HOD?*
- *How congruent are HOD expectations about PD and the practice of the senior person responsible for PD programs?*
- *What are the PD requirements for a HOD in schools?*
- *How effective are the PD programs for HODs?*

The final part of the interview established the scene for the future directions for PD. The following question, while straightforward enough, allowed wide-ranging responses that covered many aspects of a secondary school 'middle' leadership role:

- *What are the HOD recommendations for future PD initiatives?*

While these questions focussed on professional development, the responses covered the role of the HOD, the changing nature of the role, the changing expectations of the role and the tensions being created by the resultant change. As a researcher familiar with the HOD's role, its changing nature and the resultant tensions, the interview process proved to be beneficial to a deeper understanding of the complexity of the contemporary secondary school issues. For many interviewees, the interview was the first time that they had stopped and reflected on the leadership role of a HOD.

The study was conducted in six independent, non-government secondary schools in Canberra and the Southern Highlands, close to the ACT. These locations were close to where I lived and allowed generous interview timings and appropriate flexibility for further follow-up and checking of interview data.

Clearly, understanding the secondary school HOD's role has a number of potential benefits, not the least of which are enhanced educational outcomes for students and schools and a less stressed, more motivated and satisfied teaching force. Other benefits include the successful implementation of appropriate educational change for the twenty-first century and an increase in the potential pool for higher leadership opportunities. In the quest for improvement in educational outcomes for students and schools, and in a climate of change, issues of 'leadership and management can no longer simply be seen as the exclusive preserve of senior staff' (Harris, Busher & Wise 2001, p. 131). Research studies continue to demonstrate that in effective schools, leadership extends well beyond senior management teams (Harris 1999; Busher & Harris 2000; Mulford, B 2005). Harris, Busher and Wise (2001, p. 131) used a most appropriate phrase, describing HODs as 'gatekeepers to change'.

These gatekeepers to change are vital to a secondary school's success for any reform agenda. Chapter 2 reviews the literature on the HOD's complex role in secondary schools, the HOD's specific challenges, and the balance required for the complexity of demands and expectations

of a HOD in a time of change. Chapter 3 analyses the literature on the HOD's leadership role and proposes a new category that combines elements of commonly-used leadership concepts. Chapter 4 focusses on professional development literature, the pressures to change PD delivery and focus, and the PD requirements for the new and emerging leadership role of a HOD. Chapter 5 discusses the methodology used for this thesis. Chapter 6 records the findings of the research, and Chapter 7 discusses these results and their implications in detail, and recommends future approaches for HOD leadership positions in secondary schools.

CHAPTER 2 THE HEAD OF DEPARTMENT (HOD)

This chapter establishes the complex role of the HOD in a contemporary secondary school, the educational changes that are taking place that affect the role, and the change agent role of the position.

2.1 INTRODUCTION

Rampant change in secondary schools in recent decades (see Chapter 2.2) has challenged principals to move their leadership styles away from bureaucratic and transactional foci to a more inclusive, visionary and transformational approach (see Chapter 3.3). This new leadership style is now expected of middle-ranking leaders like HODs within secondary schools. Professional development planners must take this movement into account.

Research is scarce, especially in Australia, on the role of a HOD or the appropriate professional development support required for the position. McLendon and Crowther (1998, p. 14) highlight the surprising lack of 'specialised consideration' into this 'unique leadership position'. In the UK, Brown and Rutherford (1998, pp. 75-88) argued that because we do not yet understand the complexity of the HOD's role, initiatives need to be taken and obstacles overcome to strengthen and facilitate secondary school teaching and learning. In their phenomenological study of eight HODs in the UK (Catholic and State Schools), Brown and Rutherford (1998) attempted to look at department heads as 'social actors'. Their data-gathering methods included examination of documentary evidence, shadowing of the Heads of Department, a series of structured interviews, and interviews with the HODs' superiors. They used Murphy's (1992) typology derived from analysis of the leadership and management of school principals in the United States, which views the HOD in the following five roles:

1. as a servant leader – uses his or her ability rather than his or her line of authority
2. as an organisational architect – creates a variety of innovative structures to facilitate the sharing of leadership
3. as a moral educator – motivated by a set of deep personal values and beliefs that demonstrates his or her care and valuing of staff and students

4. as a social architect – addresses the students' needs
5. as a leading professional – focusses on improving teaching and learning and leadership by example.

These five roles require the HOD's complex and overarching leadership and management qualities. Brown and Rutherford (1998) found that HODs did address the five dimensions of the role, although the relative emphasis given to each varied according to the context of the school. The major obstacles impeding HOD effectiveness as evident from Brown and Rutherford's (1998) study were the time pressures on the role, curriculum instability due to constant change, little professional development focus at the departmental level, variable quality of senior executive leadership, and poor communication between middle and senior executive levels within secondary schools. The last issue of poor senior executive to middle executive communication corresponds with the literature review from the Bennett et al. (2003) study from the UK. Senior executives want a whole-of-school approach while HODs see themselves as departmental advocates. These conflicting perspectives suggest the difficulty of constructing a cohesive leadership culture in secondary schools. An Australian response to the Brown and Rutherford (1998) research stressed the lack of time left for HODs to facilitate the improvement of teaching and learning and achievement (Connors 1999, p. 27). The pressures of time constraints were also strongly emphasised in the Dinham et al. (2000) pilot study.

This chapter explores the literature on change, especially in the context of secondary schools, the evolving role of Heads of Department, and the resultant leadership challenges for the academic middle executive of a secondary school.

2.2 EDUCATIONAL CHANGE

By their very nature, educational issues are rarely static and change itself is unknown or, at worst, destabilising. 'People are always wanting teachers to change' (Hargreaves 1994, p. 5), and as long as there have been students and schools, there has been pressure placed on teachers from various quarters to 'improve' (Fullan 1991) and 'change' (Sizer 1992) what they do. It is equally true that both the pressure for and pace of educational change have increased considerably (Caldwell & Spinks 1992; Hargreaves 1994; Ramsey 2000; Harris, Busher & Wise 2001). Education systems have experienced change in teaching practice and curricula; in

greater involvement of stakeholders in education; in attempts to streamline educational bureaucracies to emphasise accountability, rationality and self-management; and in the increased politicisation and reform of educational systems, with the implicit criticism that the word connotes (Bourke 1994). The growing tension between Australian Government and State educational policies in Australia highlights a further dilemma for educational institutions. Secondary schools serve State and Territory Government education policies. There are eight different such State and Territory educational systems operating across Australia. The Australian Government has become increasingly involved at the school level. A 2006 example of this micro-involvement was the heated debate over the Australian Government's requirement for schools to provide ranking by quartiles of all students twice a year from Kindergarten to Year 10.

Within each State there are three broad categories of schools: government schools, independent, non-government schools, and Catholic non-government schools, with the two sub-types being systemic schools and independent schools. This latter category includes some Catholic schools that operate outside the Catholic education systemic system yet still have close liaison with the Church. The Catholic systemic schools come under the National Education Commission and its constituent State and Territory components (often using the term Catholic Education Office). The independent, non-government secondary schools do have their umbrella groups, yet they do not generally determine policies and practices for each individual school. Examples of such independent, non-government secondary schools' umbrella groups include Independent Schools Council of Australia (ISCA), with their constituent State and Territory components (often using the term 'Association of Independent Schools' [AIS]), Christian Schools Australia (CSA) and Association of Heads of Independent Schools of Australia (AHISA). All of these respective groups lobby governments of all persuasions on behalf of their constituents. Complexity develops between dealing with various State bureaucracies and the Australian Government.

The educational priorities and tensions between levels of government negatively impact on a school community. Staff, parents and students have been subject to a climate of rapid educational change. As cited by Johnson (1996, p. 2), there have been persistent calls by educational researchers for 'improving' (Fullan 1991), 'restructuring' (Caldwell & Spinks 1992), 'reculturing' (Hargreaves 1994) and 'reforming' (Sizer 1992) schools to create 'lifelong learning communities' (Chapman & Aspin 1997). These calls for change are centred

around the three concepts of lifelong learning, leadership and learning 'cultures' (Fullan & Hargreaves 1991), 'organisations' (Senge 1990), 'academies' (Sparkes, J 1994), or 'communities' (Johnson 1996; Chapman & Aspin 1997).

This research project focusses on the HOD's leadership role within a change agenda. The climate of change and reform has significant implications for professional development programs at all levels and especially for educational leaders. Yet at the very time of such reforms for educational leaders, there is likely to be considerable demand for teachers to take on middle management positions resulting from rising retirement rates of teachers and school executive. As cited by Lacey (2004, p. 1), the average age of teachers in Victoria has changed from 39.3 in 1991 to 49.6 in 2002. Teacher shortages, both for permanent and casual staff, are already becoming critical in some areas. In addition, teacher mobility in educational systems has declined markedly, fewer men are entering teaching, and there is concern over teacher status and the quality of those entering teacher training (Dinham 1996; Senate Employment, Education and Training References Committee 1998; Ramsey 2000; Department of Education, Science & Training [DEST] Report 2000). In 2005, the Australian Government and the Victorian State Government both, separately, called for yet further reviews into teacher training programs. Nearly every Australian state government has had a teacher training review in the past few years and this reflects the unease about how tertiary institutions are preparing trainee teachers for the new educational agendas.

The state government, Catholic systemic, and independent, non-government secondary schools have increasingly realised the need for a structured professional development program to nurture, train, inspire and develop strong school leaders. Dawson (2000, p. 1), reporting on a survey conducted on HODs and principals in the New South Wales State system, stated that 'neither Principals nor HODs felt that HODs are currently leaders of educational change in their schools'. In the current climate for educational reform, this perceived lack of change leadership highlights the need for further research into the professional development challenges, roles and directions of a HOD.

For change leadership to occur, a framework is needed, and such a framework is usually embedded in the learning organisation's master plan. A master plan sets the educational pathways for the future. The concept of institutions becoming learning organisations was a strong force throughout the 1990s and into this decade. Senge (1990, p. 110) argues that

learning organisations know ‘how to tap people’s commitment and capacity to learn at all levels in the organisation’. Senge (1990, p. 340) writes about the ‘new view of leadership in learning organisations’ that ‘enters on subtler and more important tasks’. In a learning organisation, leaders are designers, stewards, and teachers. Learning organisations need a strategy for the future, and the role of middle management is particularly important to the success of any master plan. The Senge (1990, p. 14) phrase ‘continually expanding capacity to create the future’ provides a sound framework for any learning organisation seeking change.

Professional development challenges also need a framework for both the organisation and the individual to learn, change and adapt. One such framework is provided by Limerick, Cunningham and Crowther (2002, p. 182) in their mega-strategic management analysis, which highlights the need for learning organisations to become ‘action learning communities’. For this change to occur, though, a ‘new kind of organisational learning paradigm’ is needed. Key concepts for this learning paradigm are based around the terms ‘self reflective’, ‘self transcendent’, ‘critique its own identity’, ‘values’, ‘learning alliances pathworks’, ‘assumptions’, ‘vision’, ‘configuration design – strategy, structure, culture’ and ‘systems of action’. This action learning organisation strategy attempts to turn the ‘reactive organisation into a learning organisation’, and calls for transformational leadership as opposed to transactional leadership.

The concept of organisational learning is subject to much debate due to the large number of variables at play and the multiplicity of perspectives on the matter. The concept of organisational learning gained attention when the business management writings of Senge (1990) were transferred to the educational fields with great speed in the early 1990s. Dodgson (1993, p. 377) provides a broad definition of organisational learning which contains the features most researchers consider central to such a definition:

Organisational learning...relates to firms and encompasses both processes and outcomes. It can be described as the ways firms build, supplement and organise knowledge and routines around their activities and within their cultures, and adapt and develop organisational efficiency by improving the use of the broad skills of their workplaces.

Independent, non-government secondary schools do attempt to organise knowledge, routines and cultures; hence, the concept of organisational learning was conducive to their analysis in

the 1990s. Argyris and Schön (1996, p. 180) define organisational learning as including 'notions of organisational adaptability, flexibility, avoidance of stability traps, propensity to experiment, readiness to rethink means and ends, inquiry-orientation and realisation of human potential'. These characteristics constitute a HOD's creation of a vibrant learning culture for a department. Avoidance of stability traps particularly struck a chord with many school administrators as the 1990s became a period of low staff turnover and an ageing teaching profession. HODs are now being required by the senior executive within their secondary schools to come up with ways to renew their teaching staff. Organisational learning, or a collective teacher efficacy, is a crucial linking variable between leadership and teacher work (Mulford, B 2005). A strong learning culture for individual teachers, each department within the school and the organisation has been a target of school systems in the last ten years.

This research highlights the professional development required to develop such a learning culture within a secondary school and the key role of the HOD in such a culture. Leadership contributes to organisational learning, which in turn influences what happens in the core business of a school's teaching and learning (Mulford, B 2005). Lakomski (1998, p. 98) highlighted the vital need to 'understand the interplay between individual and group level cognition'. The resolution of this tension between the individual and the group contributions to a learning organisation is a key task for a HOD. Darling-Hammond (1993, p. 74) stated, 'school reform must seek to develop communities grounded in communities of democratic discourse'. This is a most noble challenge, yet one fraught with issues if one seeks to promote an effective learning organisation to create appropriate educational renewal for the twenty-first century. Because change creates tensions, a HOD has to balance personal, departmental and the whole institution's needs, wants and aspirations to facilitate educational renewal. Goodlad (1994, p. 218) claimed that true educational renewal:

...requires the continuous examination of institutional purpose, roles and responsibilities in order to avoid the stagnation' and that 'the rhetoric of restructuring, of creating a school for the twenty first century, may appeal to us, but at best it stimulates talk rather than concerted action. Consequently, as I have noted, reports of success tend to be of paradise envisioned, not gained.

In Chapter 1.3, this pessimistic view of 'paradise envisioned, not gained' was echoed in the Australian HOD Study by Dinham et al. (2000) about the role of an Australian independent secondary school HOD. Goodlad (1994, p. 219) attempted to provide a pathway for

educational reform by arguing that learning organisations must create the conditions to sustain 'equilibrium and dissonance simultaneously. This combination of equilibrium and dissonance is the essence of renewal, whether we are speaking of individuals or institutions'. Goodlad (1994) proposed that the traditional school reform model runs counter to this concept. Too often the reform agenda is focussed on individuals rather than on institutions as well as individuals. Secondly, Goodlad (1994, p. 220) argues that reforms are often 'linear, not circular and pervasive, reflecting the industrial age in which it is rooted'. To break this linear approach, strong and creative leadership is required at various levels throughout a school. Establishing effective institutional reform requires a range of leadership strategies at all levels of an organisation. This includes the HODs in contemporary Australian independent secondary schools.

A further complexity of the issue of organisational learning is the secondary high school's traditional and hierarchical systems. In reviewing *High school teaching in context* (McLaughlin & Talbert 2000), Johnson (2000, pp. 113-25) stated:

High schools are hard to understand, even harder to improve. School reformers who claim confidently to have "turned around" elementary schools, find the challenge of improving high schools bewildering and daunting. This is no surprise, for high schools are complex organisations with myriad sub-divisions and specialities. Their teachers, as subject-matter experts, espouse divergent values and hold various professional priorities.

Departments too often become fortresses that promote their specialist subject areas at the expense of any whole secondary school reform. Departments take on their own culture, and this can be counter-productive to any reform agenda. White and Rosenfeld (1999, p. 1) write about the notion that subject departments are seen as being 'potentially highly influential sites', with the HOD responsible for the development of a 'motivated collegial team of workers united in direction and committed to the learning of their students'. They emphasise the huge impact that educational change is having on school-based management systems, especially due to 'growing demands for increased effectiveness, greater efficiency and accountability'.

Too often educational reforms have been thwarted by the robust nature of established school practices (McLaughlan 1998; Sarason 1998; Bishop & Mulford 1999). Silins, Mulford, Zarins and Bishop (2000, p. 268), writing about leadership for organisational learning in Australian

secondary schools, divided the reform focus into 'first-order changes in curriculum and instruction' and 'second-order changes in culture and structure which support efforts to implement first-order changes'. Silins, Mulford, Zarins and Bishop (2000, p. 287) identified four factors contributing to organisational learning: 'collaborative climate, failing initiatives and risks, improving school practices and professional development'. Under professional development, they raised issues of 'learning how to work and learn in teams' (Silins, Mulford, Zarins & Bishop 2000, p. 287). Other researchers, such as Gronn (1998, 2003), also stressed the value of teams in the process of establishing school leadership.

Teams can quickly develop a whole-of-school approach and can regard the school as a learning organisation. Such a view can link a learning organisation's stance to individual HOD's personal professional development priorities. Australian secondary schools have increasingly sought to transform themselves into active learning organisations. They have quickly realised that encouraging leadership within a learning organisation is a complex task. Leaders in such a learning organisation 'act like the hub of a network – as coaches and facilitators of self transcendence' (Limerick, Cunningham & Crowther 2002, p. 186). How does this apply to the day-to-day role of a HOD? Collard (1997, p. 41) highlighted the need for 'inclusivity' and 'empowerment' for learning communities. Both these attributes suggest a new role for a HOD and this could prove to be difficult because of past traditional and predominantly managerial roles.

Gronn and Rawlings-Sanaei (2003, p. 172) highlight the issue of 'leadership disengagement' in a climate of reform policies. They state there is evidence of a 'disinclination among teachers to pursue the principalship and other school-level leadership roles'. Into this climate of reform, an analysis of the crucial educational leadership role of a HOD becomes vital. In large, complex secondary schools, there are many levels of leadership roles, opportunities and expectations. Leaders need to foster a culture of learning in all aspects of the organisation's ethos. HODs need to make this culture an integral part of their departmental policies and practices by seeing themselves as leaders and agents of change in a school vision which is integrated into departmental policies and practices. This research attempts to provide appropriate professional development direction for this complex HOD role.

2.3 THE HEAD OF DEPARTMENT (HOD) AS AN AGENT OF CHANGE

A HOD has a dual, intermediary function and must provide leadership for a group of people under his or her supervision while being part of a middle-ranking leadership team of the school. Koehler (1993, p. 11) stated that 'Department chairs walk a tightrope between the maintenance and survival needs of the School and the human and professional needs of the people within it'. HODs have to deal with the dichotomy of 'people' and 'task' orientations. Dawson (2000, p. 1), in his survey of HODs in the New South Wales State system, linked the 14 core domains for the HOD as:

- *Instructional leadership* – the appropriate pedagogy for the subject specialisations within the department.
- *Curriculum management* – the syllabus focus for their subjects.
- *Cultural leadership* – the collegial and learning culture of his or her department.
- *School planning* – the big picture for a whole institutional focus.
- *Performance management of staff* – the appraisal and effective follow-up of teachers.
- *Leadership* – the contribution to whole-of-school leadership.
- *Faculty leadership and management* – the HOD's personal leadership attributes.
- *Team development* – the leadership and appropriate use of group dynamics of department members.
- *Staff welfare* – managing the human needs of department members.
- *Communication* – to and with parents, students, staff and other sectors of the school community.
- *Teaching* – leading by example to other department members.
- *Student behaviour management* – implementing school policies for the department.
- *Personal professional development* – supporting key agenda items of the school and department.
- *Personal reflective practice* – time to review why and how one performs his or her role.

This list provides a daunting role for an educational middle-ranking leader, yet his or her influence in following these fourteen core domains can be profound for the school's culture.

White (1999, 2002) was the first Australian to conduct major research into the role of secondary school HODs in the late 1990s. He used the phrase Curriculum Area Middle Managers (CAMMs) to cover the full range of different titles used in schools. White and Rosenfeld (1999, p. 2) called for a 'reevaluation of all concerned of the roles that HODs are called upon to play in schools, and the way in which they are developed as school educational leaders in their own right'. As the focus of the White (2002) study was on government secondary schools, this study sought to add depth to the research by having a focus on the independent school sector.

In the literature on HODs, the strong functional role is a constant theme. Bhindi's description (cited in White 2002, p. 6) of the four main functions for the HOD's role highlights the complexity of any research into this middle-ranking leadership and management position. His four functions suggest a predominantly transactional or managerial role:

- *Academic*: engage in academic planning; allocate workloads; monitor quality, performance and outcomes; set standards and instil best practice; instil professionalism; provide remediation and counselling
- *Managerial/Executive*: engage in strategic planning; carry out resource auditing and acquisition; provide accountability reports; discipline staff; handle paperwork
- *Managerial/Pastoral*: promote harmony within school and between departments; provide advice and counselling to staff and students; liaise with outside bodies; provide a positive image of the school; resolve conflicts; celebrate success and observe key events
- *Academic/Managerial*: encourage change, review, renewal and improvement; encourage innovation, experimentation and best practice.

Such a list sees the role of a HOD through a management paradigm and conflicts with the growth in expectations for a leadership role. Both the analyses by Bhindi (1998) and Dawson (2000) highlight the complex forces that affect a HOD. There are at least five broad categories of such forces that impact on the focus of PD for the role, and these can be categorised under the broad headings of internal, external, personal, institutional and barriers to HOD change. Internal forces include variables such as the leadership preference of the senior executive (Bishop & Mulford, B 1999), the character of the departments (Johnson, N 1996), the amount

of administration (Glover et al. 1998), role ambiguity (O'Neill 2000), the change agenda (Ramsey 2000) and the constant pressure of time (Brown, Rutherford & Boyle 2000). External forces on a HOD include the political context of the school, curriculum instability and expectations, workload expectations, new demands on leadership (addressed in Chapter 2.4), and improvement or accountability demands from politicians as evident by the 2005-06 interventions directly into the school by the Australian Government Minister for Education. These interventions are likely to grow during 2007 in the lead-up to an Australian Government election. Wilkinson (2002, p. 17) noted that 'Government initiatives such as drives to improve literacy and numeracy are highly dependent upon middle level leaders'. Personal forces include strengths and weaknesses as a leader (Johnson, N 1996), welfare issues (Wright 2002), motivational factors (Wright 2002), the demands of young staff (Sheahan 2005), the need for team building (Gronn 2003), and the pressures of being in the middle (Glover et al. 1998; O'Neill 2000). Institutional forces include administrative and accountability demands, strategic directions for the school (Bennett 1995), divergent needs across subject disciplines (Johnson, S 2000), and experience in the HOD role. Barriers to HOD improvement or hindrances to the necessary reform include the difficulty of training adults (Harris, Busher & Wise 2001), a lack of specific leadership training for the changing role (Adey 2000), the speed of change (Fullan 1991), financial disincentives, and a clash with the traditional priorities of a HOD.

Traditional and transactional priorities continue to dominate a HOD experience, and the role is perceived to be strongly managerial. Glover et al. (1998, p. 7), in their UK analysis of subject leaders commented that 'many subject leaders, confuse administration with leadership and take refuge in their administrative work to avoid some of the inevitable problems arising, for example, from enhanced monitoring and evaluation of the work of professional colleagues'. Administration is transactional and tends to be safe for leaders. Evaluation of people or the way things are done moves away from the transactional to a transformational approach and risks multiply for the leader. Risks develop for the leader as transformational priorities are often linked directly to personal issues and/or attributes, or subjective causes. Such an approach can erode the comfort zones of teaching staff.

There is great complexity in being in the middle of an organisation that is seeking to change. Senior executives above HODs have themselves experienced considerable change to their leadership, and the effects are now filtering down to middle executives. Often, middle

executives are sandwiched between the staff and senior executives on any whole-of-school initiative or requirement. In their UK study, Brown, Rutherford and Boyle (2000, p. 249) commented that 'middle leaders are being asked to take on many whole school responsibilities that were previously the domain of the senior management team'. Yet in practice the loyalty of the HOD can be to his or her staff team and to the subject discipline (O'Neill 2000; White 2002). Therefore, the HOD has divided loyalties. Bennett (1995, p. 102) found that 'the department was the key section of the school to which secondary teachers felt an allegiance'. The power or weakness of a department within a secondary school proves to be an important strategic issue for any change agenda. In the USA, Siskin (1994) found that HODs have hermaphroditic roles, neither fully teacher nor fully administrator, yet are a conduit for all of the tensions between the two.

As a result of these tensions, secondary schools create structures to try to organise their operations. Most secondary schools continue to subdivide their academic organisation units into subject-based departments. Hannay and Schmalz (1995, p. 2) carried out a research project into the role of a Head of Department in an education district in Ontario, Canada. They collected data over the course of three separate interview sessions at six schools and analysed it to create a description of the current and changing role of the HOD. The push for more site-based management systems was found to be creating new power relationships in schools. Their study suggested that the departmental structure still provided 'meaningful sub-groupings within the larger, complex structures of secondary schools'. These sub-groupings create strong subject-based empires within secondary schools.

The first Brown and Rutherford (1998) UK research study, mentioned in Chapter 1.2, focussed on the functional role of a HOD. The researchers did not attempt to factor into their analysis the cultural aspect of the school, the culture of the department of the HOD, or the type of department. In a second study, Brown and Rutherford (1999, p. 229) conducted a reappraisal of the role of a HOD. In this second study, Brown and Rutherford (1999, p. 233) comment that the 'sheer size' of many secondary schools and the resultant subject department structure has created 'school cultures which have often been resistant to change'. As cited by Brown and Rutherford (1999, p. 223), Little, in 1992, suggested that 'in the eyes of most reformers, the impetus to change is weakened in part by the conservative forces of teachers' subject loyalties and schools' departmental structures'. Supporting this view, McLaughlin and Talbert (2000, p. 42) found considerable variations across departments within American high schools. They

concluded that it is departments, rather than the schools in which they are located, that are the 'focus of technical culture' for teachers and the differences at the department level 'create fundamentally different settings for teaching and learning – even within the same school'.

The division of secondary schools into departments, with subjects taught by specialists often in specialist facilities, combined with the hectic pace of the school day, creates mini-empires within a school structure. S Johnson (1990a, p. 169) suggested that the variation in department practices was a result of the style and preferences of the department head; the organisational and political context of the school or school district; and the distinct character of a department's subject area(s); and those who teach in it. Siskin (1994, p. 7) states that HODs exert the effects that they do largely because of the structures typically in place in schools. These structures of academic divisions help promote the mini-empire phenomena. Mini-empires can reduce effective communication channels on whole-of-school initiatives. White (2002, p. 2), in his recent Australian research into HODs, commented that the 'call is for leadership that embraces more open lines of communication and shared decision-making', yet noted that 'subject departments still dominate, with other alternative approaches in the minority'.

Subject disciplines can develop different cultures within their teaching staff. The Dinham et al. (2000) pilot study interviewed HODs across many subjects, whilst this research sought to obtain consistency by focussing on only four core subject disciplines. This research chose the three major subject disciplines of English, Mathematics and Science and added the growth area in schools of Information Technology although there remain many organisational variations around this latter discipline area.

Another distinct trend for a HOD is the growing requirement to effectively develop his or her teaching team. This requirement has come about from the institutional focus of many school strategic plans on learning and teaching as a prime focus for school improvement. This focus places people at the core of the reform agenda and places a HOD in the position of a key agent of school effectiveness. Turner and Bolam (1998, p. 373), commenting on the changing role of a HOD, stated that there was a requirement for 'a central focus on teaching and learning, high expectations and clear leadership by the HOD.' Glover et al. (1998, p. 42) stated that 'subject leaders recognise that their role is changing and that traditional and hierarchical organisation is incompatible with the achievement of educational improvement'.

The HOD, to be able to respond to these challenges, will need specific and targeted professional development. This is particularly relevant if the senior executive wants a stronger HOD influence on teaching quality.

The senior executive expects HODs to work far more closely with fellow team teaching members whilst maintaining a teaching and learning focus for the department. This expectation translates to a heightened importance of appraisal of peers. Appraisal of peers is always a sensitive matter. Adey (2000, pp. 424-28), in his questionnaire findings on the views of middle managers on professional development priorities in UK schools, commented that:

The questionnaire returns illustrate clearly the middle manager's increasing acceptance of responsibility and accountability for the quality of teaching and learning within his/her department but it is a responsibility which they feel ill-equipped to bear effectively.

This highlights the need for more effective professional development for the complex role of a HOD. The area of staff appraisal is a priority for most secondary schools. Adey, in the UK study described above, found that HODs do have 'acceptance for the quality of teaching and learning within their subject area' and that it is 'leading to an acceptance of the need to monitor and evaluate the work of teaching staff within their department'. Adey also commented that 'acceptance of additional responsibilities does not of course indicate that such responsibilities are being carried out successfully'. Monitoring and analysis of the quality of HOD responsibilities must fall at the senior executive level and also suggests a clearer role description is needed for a HOD. Strategies need to be in place to support HOD professional development for the role.

Expectations continue to rise for the role of a HOD. Wright (2002), researching the role of HODs in New Zealand, called her paper 'Sucked dry'. She used a funnel analogy to illustrate the issue: a funnel is wide at the top to catch all of the inputs and channels these inputs into a narrow and defined space. For a HOD, there is a huge list of inputs or requirements that are squeezed into the wide part of the funnel. The neck of the funnel creates conflicting demands. These demands were outlined by O'Neill (2000, p. 16) as first, the HOD is 'severely constrained by immediate circumstances and represents the time pressures and the constant requirement of a HOD to prioritise; and second, the HOD is often "running to stand still" and represents the busy nature and complexity of the role'. For HODs, there is not often any

immediate sense of forward direction for either the department or themselves. These two forces 'suck dry' the time allocated to being an effective HOD. Walkington (2006, p. 12), in her study of mid-level executive teachers in the ACT, stated that 'there is a sense of an unrealistic burden of expectations' and found that all participants in the research at whatever level 'identified excessive workload as the most negative aspect of the position'.

Strategies for secondary school improvement require a focus on departments, department structures and departmental leadership. Brown, Rutherford and Boyle (2000, p. 238) commented that 'the department is the most appropriate unit of change rather than the whole school or even the individual classroom'. Other UK researchers, such as Glover et al. (1998), Busher and Harris (1999), Bennett (1999), Wise (2001) and Wilkinson (2002), all pointed to a rapidly changing role of a HOD away from a primarily managerial head teacher focus to, as Wilkinson (2002, p. 18) stated, 'a tremendous rising towards leading people rather than managing resources'. For a HOD, a change of emphasis on leading rather than managing will have enormous ramifications for professional development requirements, expectations of and directions for a Head of Department.

CHAPTER 3 LEADERSHIP

This chapter examines the changing leadership forces for a HOD. In the past, HODs have had a primarily transactional leadership role with senior executive increasingly expecting them to be engaged in transformational, whole-of-school leadership matters. HODs are caught in the middle of an organisation where there is a lack of clarity about their leadership role. A new category called 'compositional leadership' is proposed as a way to blend or mix the transactional and transformational leadership elements required within the context of each secondary school.

3.1 INTRODUCTION

Although much has been written about educational leadership for secondary schools in recent decades, the literature focusses primarily on the principal at the expense of middle management (Deal & Peterson 1990; Crowther 2002; Mulford, B 2003; Gronn 2003; Collard 2004; D'Arbon 2004; Robinson 2004). A recent initiative of the Australian Government – *Teachers for the 21st century: making the difference* (DEST 2000, p. 1) – named quality leaders as one of its components as a way to 'increase the number of highly effective Australian schools'. The initiative, however, focussed solely on the role of the school principal as a singular leader. Role expectations for this type of traditional leader model have led to the problem of principal recruitment in many educational jurisdictions (Gronn 2003). The commencement of an Australian Institute for Teaching and School Leadership (Teaching Australia), as mentioned in the Chapter 1, will need to focus on the crucial linking role of a HOD if it wishes to increase the pool for senior executive leadership posts.

Attempts to define the concept of leadership dominate numerous educational books, articles, papers and research findings. There is no single, accepted and all-embracing definition of leadership in the school research literature. The field is fraught with contradictions, conflicting views, seemingly irreconcilable disciplinary perspectives and an inability to agree upon a definition or a general description of the phenomena (Howe 1994). However, one recurrent theme through all the discourse is that leadership involves influence over individuals or groups towards the attainment of organisational goals (Sergiovanni 1988; Howe 1994). Yet

where the power to determine the organisational goals should be located is fraught with a wide range of opinions (Collard 1997).

The vast amount of writings centre on leadership or management. Transactional leadership is closely aligned with hierarchical managerial or administrative roles and will be elaborated on in Chapter 3.2. Transformational leadership has dominated the educational leadership field for the past 15 or so years. It began in a non-educational field (Burns 1978) and was brought into the school setting by researchers such as Sergiovanni (1990, 2000) and Leithwood, Jantzi and Steinbach (1999). Such leadership will be further explored in Chapter 3.3. A more recent concept of distributed leadership shares synergies with transformational thinking as it involves spreading decision-making power to individuals throughout an organisation, rather than concentrating it in a singular individual or cadre (Spillane, Halverson & Diamond 2004; Mulford, B 2005). It therefore has particular relevance to the leadership role of HODs.

Studies of effective school leadership repeat the common theme that 'authority to lead need not be located in the person of the leader but can be dispersed within the school between and among people' (Mulford, B 2005, p. 43). Leadership distributed amongst a team of educators has staff active in the school decision-making processes. With distributed leadership, teachers are valued, supported and their opinions are sought. Teams become an important vehicle for the consultation stage of any reform agenda and reduce the burden on the single traditional leader. The distributed approach to reform witnesses a set of tasks in which the 'initiators and recipients of influence' (Robinson 2004, p. 42) are constantly changing. Such change can depend upon the required role and the expertise and the willingness and attributes of those involved (Spillane, Halverson & Diamond 2004). A key requirement of a distributed leadership model is to develop leadership capacity among a wider group of staff. Such an approach benefits the learning culture within the school and helps to prepare more staff for senior leadership roles. Distributed leadership better prepares middle-ranking school leaders for senior executive posts as the focus can change from a management and administrative role to a leadership approach.

Developing leadership capacity among a wider group of staff requires an evaluation of the terms of leadership and management for a HOD. Fullan (1996b, p. 157) defines the two terms as 'leadership relates to mission, direction, inspiration. Management involves designing, carrying out plans, getting things done, working effectively with people'. Yet management

can be an important component of leadership. In this context, the terms transactional leadership and transformational leadership are both relevant to the analysis of a HOD leadership role. These leadership terms will be explored more fully below and a third and new category of compositional leadership will be proposed that blends both transactional and transformational elements in a manner appropriate to the complex roles of HODs.

3.2 TRANSACTIONAL LEADERSHIP

Transactional leadership has traditional hierarchical undertones to it. Turnidge (2002, p. 3) states that a transactional leader ‘makes decisions and also determines standards that apply to all in the organisation’. Transactional leadership requires a strong link to management, as defined above by Fullan (1996b). Its flavour is hierarchical, centralised, linear and top down, and the emphasis is to get things done, follow plans and establish clear-cut parameters. Diagram 2 summarises the features of a transactional leadership model.

DIAGRAM 2 – Summary of Transactional Leadership features

Transactional leadership of a HOD has an emphasis on:
<ul style="list-style-type: none"> • Managing the Department • Designing Department programs • Promoting a traditional leadership model • Implementing Departmental plans • Getting things done • Working effectively with people • Establishing a clear hierarchical system • Smoothing the way for others to do their role • Centralising decisions and creating accountability • Forging clear-cut processes • Developing leader-follower relationships with staff

Throughout the 1970s, a HOD had a transactional and traditional role. Knowledge was stable and teachers were seen as experts in their subject content. The HOD’s role was primarily managerial and not critically linked to notions of vision and inspiration as defined by Fullan (1996b).

Transactional leadership can be a valid strategy given certain circumstances as it does provide for clear communication and style. Some staff prefer this approach and this style of leadership is often supported by practical ‘how to’ manuals, such as the disappointing book by

Susan Tranter (2000) called *From teacher to middle manager: making the next step*, and published in a series called *Leadership skills in education management*. The focus of the book was on management and day-to-day tasks rather than on leadership. This is most surprising for a book published in 2000 as changes for HODs started to occur in the late 1980s, and throughout the 1990s HODs were increasingly seen as possible agents of school reform.

With reform what was accepted knowledge became disputable and a HOD had a bigger team role with his or her teaching group. Managerial functions continued to dominate, but there was a growing awareness that a hybrid role of some transactional and some transformational leadership elements was required in the context of a new educational landscape. Duke (1987, pp. 81-4) suggested the seven 'key situations' with which the educational leader must deal are teacher supervision, teacher evaluation, instructional management, resource management, quality control, co-ordination, and trouble shooting. As Duke (1987, p. 4) stated, 'handling of these situations will require far more than a particular skill or set of competencies. The situations constitute complex configurations of intentions, activities, people and interrelationships'.

The new influences of teamwork, shared vision and inspiration that call for many more in a team to be involved in decision-making have caused creative tensions within departments and between departments. They challenge the predominantly transactional style of HOD leadership. Adding to the complexity is that new recruits to teaching often demand a more inclusive notion of leadership and involvement. These recruits belong to Generation Y – the 4.5 million Australians born between 1978 and 1994. These often ambitious and technologically confident young staff are not only the future of the workforce, but according to Sheahan (2005), they are also setting the tone for how all generations need to be managed. In his book, *Generation Y: thriving (and surviving) with Generation Y at work* (2005), Sheahan says that while this generation can prove difficult to manage, they are also extremely innovative and passionate when you can engage with them. Generation Y are not content to be part of any hierarchical system nor are they patient about any reform review. Their voice is just as important as the accumulated wisdom of a long-serving staff member. Sheahan (2005) notes, astutely, that power trips are out and respect is in. Generation Y needs to be respected before they give respect in return. A key factor for successfully working with Generation Y is the quality of the relationships developed. Generation Y will become an increasingly higher

percentage of the teacher workforce in coming decades and a purely transactional leadership approach may cause unrest and possible early departure from the teaching profession.

Transactional aspects to the role remain a core element of the HOD role. Walkington (2006, p. 11) in her study of mid-level executive teachers in the ACT found that 'dominance of administrative responsibilities overwhelms many'. This study found strong views on the high levels of 'unrealistic bureaucratic demands and too much administritivia and paperwork' (Walkington 2006, p. 10). Yet despite this reliance on core transactional aspects to the role, and as highlighted in the literature review chapter, there is a growing expectation for a transformational leadership role to be part of the HOD package.

3.3 TRANSFORMATIONAL LEADERSHIP

The early work of Burns (1978) was one of the first to distinguish between transactional and transformational leadership. The ability to successfully cater for the creative tension of blending teams of teachers across a broad range of experiences has a strong link to the attributes of transformational leadership. Turnidge (2002, p. 2) suggested that transformational leadership 'emphasises participation and reduces the differences in status between those who work in an organisation'. Bass and Avolio (1993, p. 52-3) characterised transformational leadership by four factors: idealised influence (charisma), inspirational motivation, intellectual stimulation, and individualised consideration. Charisma and inspiration are very difficult attributes to acquire for a leader and present special challenges for any professional development program. A normal pathway is to focus on the intellectual stimulation element and individualised approach to people as a way to gain respect as a leader. Leithwood and Jantzi (2000) expanded the four Bass and Avolio (1993) factors to six for the make-up of transformational leadership. They are: building vision, providing intellectual stimulation, offering individualised support, symbolising professional practices and values, demonstrating high-performance expectations, and developing structures to foster participation in decisions.

Transformational leaders are strong team players and know how to adapt to the changing agenda. Transformational leaders gain significant power from securing shared values of followers and developing normative commitment to the strategic vision of the school (Gurr

1996). Gurr (1996, p. 2) stated, 'these leaders focus on shaping the culture of the school as well as the professional and instructional aspects of the organisation'. Leithwood, Begley and Cousins (1994, p. 7) defined transformational leadership as follows:

the term "transform" implies major changes in the form, nature, function and/or potential of some phenomenon; applied to leadership, it specifies general ends to be pursued although it is largely mute with respect to means. From this beginning, we consider the central purpose of transformational leadership to be the enhancement of the individual and collective problem-solving capacities of organisational members; such capacities are executed in the identification of goals to be achieved and practices to be used in their achievement.

Transformational leadership practices include forging a vision, fostering the acceptance of group goals, encouraging staff participation in decisions, providing intellectual stimulation and promoting high expectations (Leithwood, Jantzi & Steinbach 1999). The role of multiple leaders is stressed under this model of organisational learning (refer to Chapter 2.2) so that all school leaders are committed to the core work of the school and to being visible and accessible. Transformational leaders are the hub of a network; they take risks and create a model for change based on a shared direction. Power (2004, p. 10) stated that the transformational approach is 'directed towards "win-win" situations and based on principles of respect, values and the inherent worth of human beings'. Power (2004, p. 10) linked the driving force of emotional intelligence (Goleman 1998) to the 'development and empowerment of others'. Diagram 3 highlights the key points about a transformational leadership model in the context of this thesis topic.

DIAGRAM 3 – Summary of Transformational Leadership features

Transformational Leadership of a HOD has an emphasis on:
<ul style="list-style-type: none"> • Being visionary and inspirational • Creating teams where all participate • Forging strong collegiality within a staff team • Sharing direction for Department members • Fostering democratic and empowering forces • Allowing influence by all for all • Establishing a model for change • Encouraging risk taking within a staff team • Providing the leader as a hub of a network • Joining the purposes of leaders and followers together • Nurturing people's need for meaning

Lists such as this provide a framework for analysing HOD role descriptions, expectations of the senior executive and middle ranking leadership roles and what HODs say they actually do. Leithwood, Jantzi and Steinbach (1999) provided a synthesis of 34 published and unpublished empirical and formal case studies conducted in American elementary and secondary schools in the period 1980 to 1995. Twenty-one of the 34 studies related to specific dimensions of transformational leadership in schools. Evidence about the effects of leadership was provided by 20 of the 34 studies and included the following: effects on students; effects on perception of leaders; effects on behaviour of followers; effects on followers' psychological states; and organisational-level effects. The analysis of these studies provided evidence of the benefits of transformational leadership. The studies were from 1980 to 1995, however, work continues on this field of endeavour as leadership matters remain an inexact science. The trend has been towards a much more inclusive leadership structure within secondary schools (Hay, I 2006; Mulford, B 2005) although, as with all educational trends, not all are in agreement with such a trend.

Transformational leadership has had its critics (Gronn 1995, Lakomski 1998, Evers & Lakomski 1996, Heck & Hallinger 1999). Evers and Lakomski (1996, p. 72) stated, 'schools can be thought of as being made up of intricate sets of complex interrelationships that criss-cross formal positions of authority and power and carry knowledge and expertise in all directions not just downwards as suggested by transformational leadership'. They suggested that transformational models rely too heavily on the transformational skills of the leader; instead, the organisation should develop feedback loop mechanisms. In this model, the school becomes less bureaucratic and becomes its own transforming agent.

From the mid-1990s, the HOD has been increasingly expected to be part of the distributed leadership culture. In a study of mid-level executive teachers in the ACT, Walkington (2006, p. 7) found that they felt they were part of the 'decision-making team of the school'. Walkington's (2006, p. 7) study supported 'the notion that contemporary school leadership encourages distributed leadership and shared decision making'. This requires a HOD to be a continuous learner and be part of any change agenda team. Schools want a corporate as well as a departmental vision to be implemented. Managerial tasks are still important, but they are not nearly as dominant as they once were. They have become one aspect of the role, rather than the role itself.

3.4 COMPOSITIONAL LEADERSHIP

As illustrated by the literature review in this chapter, any attempt to categorise the complex role of a HOD into clean, clear and concise leadership frameworks can be fraught with difficulties. Another approach is to blend the two leadership approaches described in Chapter 3.2 (transactional) and Chapter 3.3 (transformational). This forms a hybrid of the two categories. In biology, a hybrid is a result of interbreeding between two animals or plants of different taxa or a cross between populations, breeds or cultivars of a single species. For the purpose of this study, a new definition is needed that acknowledges that a HOD will use an amalgam of transactional and transformational leadership characteristics. Other terms instead of 'hybrid' or 'amalgam' could be 'mixture' or 'combination' or 'blend' or 'compound' of the two leadership categories. All have definitional issues if one seeks to have a planned and deliberate hybrid approach. To keep in this spirit, and to link the 'ional' element of the two leadership categories described to date, the term 'compositional leadership' is used. It allows individual leadership traits from the transactional or transformational categories as outlined to have dominance for a particular leadership task. A composition allows for the act of putting together something from many parts and implies ownership of the process. A musical composition brings together different elements (instruments) into a dynamic relationship to produce specific effects or outcomes.

Therefore, a third leadership category can then be identified: a compositional mixture of transactional and transformational leadership features. As outlined, transformational leadership occurs when leaders and followers unite in pursuit of higher order common goals, when 'one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality' (Burns 1978, p. 20). Conversely, transactional leadership occurs when there is a simple exchange of one thing for another. Burns (1978, p. 19) argued that transactional leadership occurs 'when one person takes the initiative in making contact with others for the purpose of exchange of valued things'. A compositional approach blends the transactional and transformational leadership approaches. The work of Leithwood and colleagues (1999, 2000), as outlined in Chapter 3.3, does acknowledge that transformational leadership needs to include necessary transactional or management components which are crucial for the role such as staffing, instructional support, activities and community focus. Evers and Lakomski (1996, pp. 58-79) stressed the difficulty of trying to discern the difference between management and leadership tasks or transactional

and transformational leadership behaviours. They stressed that 'there is no principled way of telling one leadership behaviour from another' and 'leadership is massively disconnected to causation'. Stewart (2006, p. 9), in response to the Evers and Lakomski proposition, suggested that they 'appear to search for "absolutes" that may never be determined in complex organisations such as schools'. Stewart (2006, p. 9) recommended 'instead of focussing on the shortcomings of transformational leadership, time might be better spent attempting to provide answers to questions that have been already delineated by the previous researchers'. One such answer is to develop a hybrid or compositional approach that mixes transactional and transformational leadership characteristics.

Marks and Printy (2003), in their quantitative non-experimental study, tested the relationship of transformational leadership and shared instructional leadership in relation to the quality of teaching and learning. In order to improve teaching and learning, the authors suggested that instructional leadership was needed to complement the tenets of transformational leadership. Marks and Printy found when transformational and shared instructional leadership co-exist, the influence on school performance is substantial. Stewart (2006, p. 9) suggested that the 'notion of integrated leadership; both transformational and instructional is one possible answer to settling the discourse between the two leadership constructs'. A study by Barnett (2003) reported on preliminary findings into the impact of transformational and transactional leadership styles of secondary school principals on teacher perceptions of selected school learning environment and teacher outcome variables. Most variation was at the teacher, rather than the school, level. Barnett developed a hybrid transformational/transactional category to illustrate the strong effect of principal care and individualised concern in regard to his or her teaching staff. This effect was greater than attempts to motivate teacher aspirations by incentives or visions for a whole-of-school approach. Other researchers also wrote about a blend of transactional and transformational leadership (Limerick, Cunnington & Crowther 2002; Bryant 2003; Hay, I 2006). A compositional or hybrid approach of the two leadership groupings (transactional and transformational) would be one attempt at an integrated approach for the benefit of analysis of the leadership issues within an individual secondary school setting.

A hybrid transformational/transactional leadership approach can gain the benefits of both theoretical models for the analysis of a HOD leadership role. The characteristics of both leadership models are easily understood by practising secondary school teachers. The relative

weighting, importance, effectiveness or impact of each characteristic within each model becomes a much more difficult challenge. As Fullan (2002, p. ix) stated, 'complexity means change, but specifically it means rapidly occurring, unpredictable, non-linear change'. Gurr (1996, p. 221), in his mid 1990s defence of the validity of transformational leadership against the attacks of Gronn (1995) and Lakomski (1995) suggested that 'transformational leadership may need to be modified in the future'. As with all educational research, this has proven to be the case. Over ten years later, Stewart (2006, p. 10) concluded:

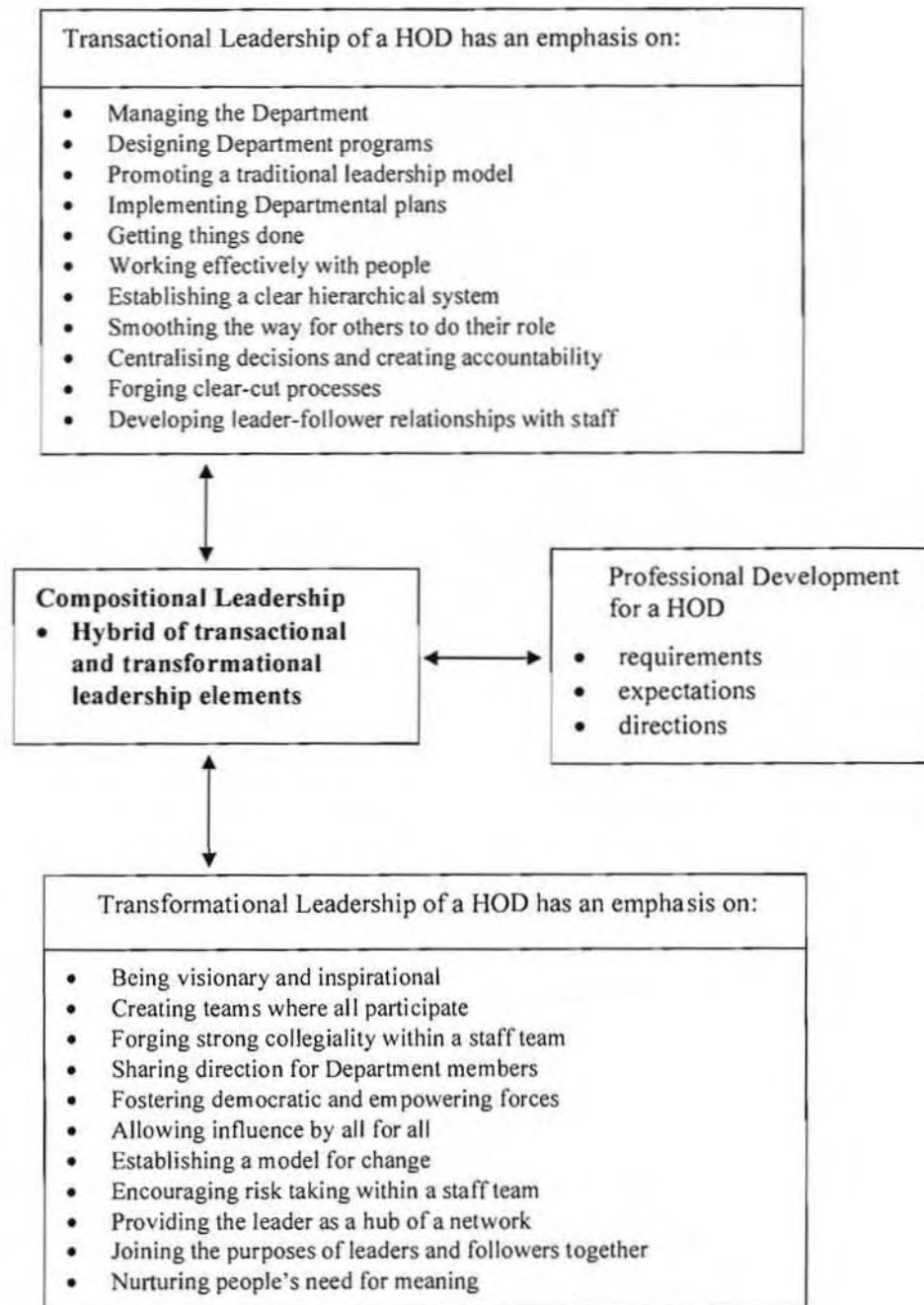
transformational leadership, as we know it, will likely continue to evolve in the years to come and this will likely be accompanied by even greater uncertainty and ambiguity. In the forthcoming years, we will likely see even greater uncertainty and eclecticism both in philosophical beliefs and practical approaches to leadership.

The compositional leadership category seeks to provide a framework that allows individual leaders or middle ranking executive groups or senior ranking executive groups to foster the appropriate directional and operational systems for each school, with the goal of improving student learning outcomes.

3.5 SUMMARY

The three leadership approaches – transactional, transformational and a composition or hybrid of the two – will vary depending upon the school setting, the personalities, the leadership culture and the vision of the school. These three leadership concepts provide an analytical framework for understanding both the nature of the role and the professional development requirements, expectations and directions for the challenging and newly emerging leadership role of a secondary school Head of Department. This thesis explores the strong view expressed in the Dinham et al. (2000) pilot study that the contemporary nature of the HOD role means a change from past practice of that role being predominately a transactional management role to one requiring more of a transformational leadership style or approach. Diagram 4 illustrates this focus.

DIAGRAM 4 – Professional Development of a HOD



This change from a transactional to a transformational to a hybrid mixture of the two approaches will require appropriate PD. The task of leading large secondary schools has become so complex in recent decades that it can be beyond the scope of a single leader. The redistribution of leadership to wider groups of both executive and middle levels has now embraced the HOD, making past definitions and roles obsolete. In the late 1990s, the UK Teacher Training Agency (TTA) issued new national standards for subject leaders. The four categories were strategic direction and development of subject; teaching and learning; leading and managing staff; and the efficient and effective deployment of staff and resources (TTA 1998). These categories highlighted a change of terminology and a redefinition of the role and expectations of a HOD (Harris, Busher & Wise 2001, p. 132). The categories illustrate the movement away from a predominantly transactional to a transformational leadership role for a HOD. The same movement was taking place in Australian schools as the growth in reform agendas grew in all states and territories. However, at the school site level, these changes were not always recognised and role descriptions for HODs continued to be predominantly transactional in nature.

A transformational emphasis highlights that Heads of Departments are in a potentially powerful and influential leadership role. Terms in the above diagram of 'visionary', 'inspirational' and 'model for change' indicate a stronger presence for leadership direction. Yet debate continues on how to define and evaluate leadership competencies. McLendon and Crowther (1998, p. 14) reviewed five Queensland action-learning projects based around an initiative of a Head of Department. Entitled 'Project HOD', their review stated that the projects 'provided a clear connection with leadership competencies'. Diagram 5 outlines the qualities that were evident in the projects. In the last column the researcher has added further references for each category.

DIAGRAM 5 - Best Practice in HOD Leadership*

Best Practice in HOD leadership is:

		Additional references provided by researcher:
1. Transformational Burns (1978) Leithwood (1994) Avolio & Bass (1998)	Inspiring, risk-taking, empowering	Gurr (1996) Leithwood, Jantzi & Steinbach (1999) White (2002) Hay, I (2006) Stewart (2006)
2. Strategic Hosmer (1989) Caldwell (1996) Limerick & Crowther (1996)	Linked to systems imperatives, co-ordinating, facilitating, measuring, benchmarking	Caldwell & Spinks (1992) Limerick & Caldwell (1996) Limerick & Crowther (1998)
3. Educative Smyth (ed.) (1989) Grace (1995)	Challenging unjust practices, appreciative of local community values and identity	
4. Organisation wide Pounder, Ogawa & Bossert (1995)	Participatory, process driven, democratic	Lakomski (1995) Evers & Lakomski (1996)
5. Pedagogical Newmann & Wehlage (1995)	Focus on teaching and learning, grounded in personally meaningful theories	White (2002) Marks & Printy (2003)

*Source: McLendon & Crowther 1998, pp. 14-16.

Leadership needs be put into the context of the culture of the school (Collard 1997, 2004). Beare, Caldwell and Milikan's *Creating an excellent school* (1989, pp. 106-16) outlined a number of generalisations about what shapes leadership in schools where excellence is valued. The first (p. 106) recommends that the emphasis should be given on transforming rather than transactional leadership. This implies that outstanding leaders should have a vision for their organisations; that this vision must be communicated in a way which secures commitment amongst members of the organisation; that the communication of vision requires communication of meaning and issues of value are central to leadership; that the leader has an important role in developing the culture of an organisation; that studies of outstanding schools provide strong support for school-based management and collaborative decision making and acknowledging many kinds of leadership – technical, human, educational, symbolic and

cultural; that attention should be given to institutionalising vision if leadership of the transforming kind is to be successful; and that both 'masculine' and 'feminine' stereotype qualities are important in leadership, regardless of the gender of the leader.

Such a list highlights the complexity of the leadership role for a HOD. The various studies on the role of a HOD and for leadership positions outlined above provide a useful conceptual background for understanding the work of the contemporary secondary school Head of Department. However, like earlier work on the principalship, what tends to be provided in a conceptual background are typologies and lists of desirable attributes, roles and characteristics which by their very nature imply a prescription of 'what' the Head of Department 'should' be like, and what he or she should 'do'.

Lacking at this juncture is the question and issue of 'how' this range of responsibilities is to be carried out and indeed balanced – something of fundamental concern to all those interested in improving teaching and learning in schools. A focus on leadership rather than management has a major implication for the planning and implementation of a successful professional development program for the specific role of secondary school HOD. The leadership focus may not be transactional or transformational but rather a reflective combination of both approaches.

A theme from the Australian HOD Study by Dinham et al. (2000) was the growth in administrative functions for the HOD at the expense of their curriculum and professional leadership roles. This dominance of transactional roles creates tensions for the HOD highlighting why the HOD's easiest pathway is to adopt a transactional leadership style. Law (1999, p. 68), writing about leadership for learning commented that these tensions also reflect the two strands of school leadership of 'chief executive' and a 'leading professional'. Law (1999, p. 68) argued that 'these two role elements – education manager and professional educator – need not be polarised on a single continuum nor be seen as mutually exclusive'. Such an approach would combine a transactional and transformational approach as important elements for the complex current role of a HOD.

There is, however, a growing acknowledgement that the climate of diversity, complexity, indeterminacy and instability (Leithwood 1993) makes the task of leadership both subtle and

unstable in developing organisations (Louis & Miles 1990). Increasingly, the emphasis on 'self managing schools' (Caldwell & Spinks 1988, 1992, 1998) means that sound management skills and practices are essential pre-requisites if the development of effective learning is to be nurtured. Law (1999, p. 68) pointed out that the development of emphasis on 'site-based management' and 'self-managing schools' has sharpened the importance of both leadership and management, and within the context of rapid and unpredictable change there has been a growing consciousness of the imperative for institutions to become learning organisations. Independent, non-government schools, often through marketing vested interest, have picked up on the importance of this imperative. Their ability to be more responsive to change due to the lack of any central bureaucratic controls, allows independent, non-government schools the freedom to innovate far more quickly than schools controlled by centralised bureaucracies.

The ability to be more responsive to change provides a suitable platform for all of the teaching staff to be responsible for building their learning organisations. Teachers should continually expand their capabilities to understand complexity, clarify vision, and improve shared objectives, that is, they are responsible for learning. A learning focus suggests a predominantly transformational rather than transactional approach to academic leadership. Law (1999, p. 69) commented that Senge's 'new' view of leadership, as outlined in Chapter 2.2, 'reflects many of the "old" views of head teachers (HODs) as leading professionals – designers, stewards and teachers within their own organisation, working with and sharing professional leadership with colleagues'. In this sense, site-based management enables the 'leading professional', with overall responsibility for resources, to support the 'professional mission of the school more effectively'. A HOD is rapidly becoming part of a distributed leadership structure and needs a mix of transactional and transformational abilities. This distributed leadership approach requires human resource management skills and an ability to balance one's own leading teacher role within a busy departmental and school reform agenda.

Such distributed leadership requirements create hurdles to HODs, especially if they operate within the transactional leadership model. O'Neill (2000, p. 17), writing about the complexities of HODs, argued that professional development must 'avoid the research for technocratics, magic bullets and instead reflect on and attempt to making [*sic*] meaning of their immediate surroundings'. Brown and Rutherford (1999, p. 229), in their reappraisal of the role of the Head of Department in UK Secondary Schools, strongly suggested that

'improving teaching and learning is best addressed at the departmental level by an evolutionary approach that emphasises vision, commitment, planning, action and review rather than grandiose aims, statements, over elaborate policies and detailed long term plans'. Brown and Rutherford (1999, p. 229) also stated that HODs 'vary widely in the way they think about and enact their leadership responsibilities'. As cited by White (2002, p. 4), White and Rosenfeld (1999, p. 1), writing in the Australian context of the HOD, highlighted the five major 'barriers' to success in a HOD role (with this researcher's emphasis) as:

- a sense of role ambiguity resulting from a lack of clear expectations from school senior management teams (SMTs);
- a sense of role conflict in carrying out certain aspects of their position requirements;
- *a lack of training to adequately carry out the requirements of their role, particularly in the areas of leadership and management;*
- *a lack of systematic professional development, including that which generates an understanding of organisational change;* and
- a lack of time to adequately carry out the requirements of their role.

Of particular interest to this thesis are the two points highlighted above by this researcher. Determining the requirements for professional development for the expanded role of contemporary HODs in secondary schools is one of the stated objectives of this research. This expanded role for HODs has a combination of transactional and transformational leadership aspects. Combined with the current strong agenda for change in education and the need for specific leadership training for HODs, targetted professional development becomes a necessity.

Leadership in schools, whether at the senior executive level or the departmental level, is a compositional role requiring a hybrid of transactional and transformational leadership roles. Senior executive and middle level leaders differ in that the senior executive has the ability to delegate many of his or her transactional roles while the HOD does not have the ability or structure to transfer responsibilities easily. Often a senior executive member can pass the unpleasant or mundane task to others or create a position for that role. A HOD has to work with his or her team of busy teaching staff and delegation can be difficult. A HOD is caught in the middle, and hence the importance of targetted professional development to help this

emerging hybrid role. This study focusses on this professional development imperative and highlights challenges, barriers and opportunities for HODs as they adapt to a change in their traditional role. Such an analysis will help schools better support their middle level leaders. The aim is to improve the effectiveness of the HOD with resultant positive effects on teachers, students and school culture.

CHAPTER 4 PROFESSIONAL DEVELOPMENT

Chapters 2 and 3 sought to establish the complexities and pressures on a HOD within the contemporary secondary school system. A new compositional leadership category was proposed that blended transactional and transformational leadership attributes. As a result, a new definition of the role of a HOD was sought. This chapter analyses the literature that addresses the professional development (PD) required to support, nurture and develop HODs with their evolving leadership role, and the latter sections address the focus of this study.

4.1 INTRODUCTION

Professional development (PD) is a common term used in secondary schools. In the past, terms such as 'in-service education', 'in-service training' or 'training and development' were used. Recently, though, 'professional learning' has gained favour as a substitute for 'professional development' (Cumming 2004). The term 'professional development' gained currency after the Australian Government initiative of the National Professional Development Program was launched in 1994. This was an Australian Government program aimed at teacher renewal from 1994 to 1996, which emphasised the deployment of curriculum framework documents. Strong promotion of the key competencies in senior secondary curricula was another priority. Kayrooz and Hopkins (2002, p. 6) define PD as a 'dynamic and proactive process that attempts to meet the needs of managers, their staff and the overall organisation'. The broad thrust of contemporary understandings of PD includes: to keep up-to-date with relevant research; to improve skills (for example, in the areas of teaching, learning and change management); to develop learning communities; and to emphasise life-long learning. What is not agreed upon is the methodology, timing, necessity, emphases and priorities of any PD program. White (2003, p. 14) outlined the traditional secondary school model of 'teachers sitting and listening to an expert who outlines the new information processes or pedagogy' and that this 'sit and git' process implied 'full acceptance of the transmission model of learning'.

The lack of effectiveness of this 'sit and git' approach has forced an evaluation of how to more effectively deliver PD to teachers. Whilst the 'sit and 'git' method was cost-effective in

the short run, the long-term gains did not eventuate for school reform. Plummer (2005, p. 2) stressed the dangers of traditional PD approaches in schools by stating 'expert-led, deficit-based, externally mandated training places teachers as passive players'. Compulsory and centralised PD was clashing with a growing distributed leadership model as outlined in Chapter 2. As a result, professional development delivery has witnessed significant change over the past ten years. One approach has been for many secondary schools to add a professional development coordinator (PDC) as a delegated leader in the field of overall staff development. The title Professional Development Coordinator was primarily introduced into the research literature by Adey and Jones (1998) for the UK scene. Other titles are used to describe such a position. For example, in the late '90s, Scottish schools started using the title Staff Development Coordinator (SDC) for a similar position. In Australia, acquiring a Human Resources Coordinator has been a growing trend in the last five years. Another Australian trend is to call such a position a Professional Learning Coordinator (Cole 2005, p. 6). For this study, the title Professional Development Coordinator (PDC) has been used.

The introduction of a specific PD leadership position in secondary schools is linked to the push to improve a sound and effective professional development culture for a school. This trend of having the PDC as a key transformational leader creates difficulties for the HOD and his or her role with the implementation of a PD culture. These difficulties were an area of interest within this particular study because, as Fullan (1991, p. 123) stated, 'continuous development of all teachers is the cornerstone for meaning, improvement and reform. Professional development and school development are inextricably linked'. The PDC has the role of creating the appropriate culture for a learning organisation. O'Brien and MacBeath (1999, p. 71) define a learning organisation as 'a place in which there is an infectious desire to learn, to build, to exchange good practices, to problem-solve together, to question the most deeply-held prejudices, to be open to change and new ideas, and to experiment and learn from mistakes'. Obviously, leadership, culture, support, focus, priorities, encouragement, risk-taking and planning all play their parts in the realisation of such a strong learning organisation such as a secondary school. The role of PDC was originated and perceived to be central to the fostering of such worthy goals. Yet what should the role of a HOD be in relation to these same or similar goals? The research that relates to this thesis seeks to tease out the answers to this challenge.

The last decade of constant educational change, as outlined in Chapter 2.2, strongly suggests continuous professional learning is a necessity. This change includes: Australian Government intervention directly into State-run educational systems; the push to develop learning organisations and organisational learning; teaching and learning strategies; and new approaches to professional development and learning. A recent Australian Government twelve-month inquiry, *Australia's Teachers: Australia's Future* (2003, p. 38) acknowledges the vital importance of professional learning for educators. The report argues that 'changes in the knowledge base of all disciplines, and in the understanding of teaching and learning, require the continual renewal by teachers of their own knowledge and understanding'. While the Government inquiry showed the necessity for continual PD, the report also isolated numerous problems with implementation of a successful PD program and identified that 'PD is still largely a patchwork quilt of topics' and that 'a whole-school focus has led to many disappointments'. Research by the Australian College of Education as cited by Cumming (2004, p. 17) found that 'aspects of PD had relatively low positive impact' for the teaching profession.

4.2 PROFESSIONAL DEVELOPMENT FOR A HEAD OF DEPARTMENT

This thesis focusses on the professional development requirements, expectations of and directions specifically for a HOD. Turner (1996, pp. 203-18), writing about HODs in the UK and Wales, concluded by stressing the need for middle management training, which 'emphasises leadership and management rather than administration'. Brown and Rutherford (1999, p. 239) highlighted that more research into the 'current management practices of middle managers' was required and that the 'identification of the cultures of their departments and of the leadership styles which they exercise' was necessary. White, in his Australian Council for Educational Leaders (ACEL) paper (2002, p. 12) 'Towards an understanding of middle-level leadership in secondary school subject departments', concluded by listing ten recommendations for this group of essential school leaders. The tenth recommendation was that HODs should 'work to provide a vibrant learning culture' and that 'professional development, promoted and facilitated and/or provided by the HOD should also provide a source of innovation'. This tenth recommendation supports the notion of a HOD being a key part of any reform agenda along with the PDC. Schools that have introduced a PDC must not overlook the importance of HODs in the creation of a learning culture.

Professional development delivery remains a complex and conflicting issue for secondary schools. This applies to all levels from senior executives to PDCs, HODs and teaching staff. Determining who delivers PD, how it is delivered and what its focus is requires a team approach. Cumming (2000, p. 10), writing about teachers' professional development, stated 'one of the major challenges for those who provide professional development for teachers in Australia's schools is to generate changes in their attitudes and behaviours so that significant improvement in the quality of student learning outcomes will be the end result'. He outlined the typical *modus operandi* for professional development delivery as being the acclaimed expert, group activity and plenary session. Of course, all are quickly forgotten and the school year moves on. Cumming challenged those involved in professional development to focus more on modelling innovative and engaging methods that enable teachers as adult learners to enhance their professionalism. Teachers need to own the professional development initiatives, and a departmental focus can be an effective way to create a culture of targetting specific needs relevant to their group or team of teachers. Hence, this researcher maintains that the HOD has an important role in forging this culture.

Working with adults, influencing adults and changing adults is a distinct challenge for professional development programs. Leask and Terrell (1997, p. vii) acknowledged that 'a good teacher is not automatically a good manager of adults'. Adults are more self-directed in their learning. School leaders, however, have a responsibility for their adult colleagues' learning (Stoll 2004), and the HOD has to operate within an adult world for his or her team of teachers. Leaders must concentrate on learning to build an effective professional learning community. Hollingsworth (2004, p. 17) stated that 'leadership learning is more likely to be effective if it addresses the needs of groups and whole organisations as well as individuals'. The HOD has to balance the school agenda with the department's agenda and with the needs of each individual teacher within his or her department. This is a tough task and HODs should receive targetted professional development to help with this role. Adult learners bring their own rich experiences and preferences for any organised PD methodology. Murphy (2004, pp. 2-3) suggested that for adult learners, a successful PD activity must 'fully engage the adult learner as an active participant; draw upon past experiences and their current interests and energies; and relate directly back to their day-to-day work'. Brookfield (2001, p. 31), writing about adult learning styles, concluded that as a rule, adults 'like their learning activities to be problem-centred and to be meaningful to their life situation, and they want their learning outcomes to have some immediacy of application'. These attributes are challenges for school

staff assigned the role of PD provision to teachers. The preferences for PD provision for the specific role of being a HOD will be one of the questions asked in this research study. The findings may or may not be linked to PD provision for teachers as adult learners.

Professional development for teachers should be designed by the PD team with the intention of improving teaching practices and students' learning opportunities. Meiers (2004, p. 7) stated that 'common features of the design of professional development programs included the recognition of the importance of professional community, and the value of programs that extend over time'. Cole (2004), in a provocative article titled 'Professional Development – a great way to avoid change', consistently argued that teacher professional development, as it is generally conceived and practised, has had little impact on improved student learning. This general perception was outlined in the earlier Cumming notion of acclaimed expert, group activity and plenary session all on one day. Cole (2004, p. 8) argued that school leaders need to 'take more responsibility for establishing a professional learning culture within the school'. He went on to argue that a professional learning culture is most likely to develop when there is 'a high degree of leadership support for teacher learning and risk taking'. Such leadership will contribute to organisational learning as a collective teacher efficacy (Mulford, B 2005). B Mulford (2005, p. 44) claimed that such efficacy is the 'important intervening variable between leadership and teacher work, and the student outcomes'. Hence the link between a professional learning culture and the fostering of good student outcomes. Governments responsible for educational planning have recognised this link by establishing professional development frameworks.

The New South Wales Government gazetted the *Institute of Teachers Act 2004* which contained as a key element for wider consultation the draft document 'Continuing Professional Development Policy – February 2005'. The policy sought to align teachers' participation in professional learning with their career development. All professional development will be referenced to the New South Wales Framework of Professional Teaching Standards which was gazetted on 12 March 2007. The New South Wales Government seeks to ensure that professional development is focussed and designed to support teachers in achieving and maintaining accreditation. A regulatory framework has been established in an attempt to attain consistency in the provision of professional development. It will be interesting to witness if this new focus on PD provision can counter the negative Cole (2004)

view outlined above on current practice. This new framework does not seem to target specific middle ranking leadership positions, even though it addresses PD for 'teachers'.

The theme of professional development for secondary school leadership was explored in a Western Australian study by Harrison, Clarke, Hill and Harvey (1998, p. 89). The study sought to ascertain the:

- types of professional development which practising school leaders have found most beneficial to professional growth
- methods of professional development delivery preferred by school leaders
- key factors which motivate school leaders to participate in professional development
- current priority professional development needs of school leaders
- types of service that school leaders believe a school leadership centre should provide.

Analysis of the Harrison et al. (1998, p. 89) survey showed that practising school leaders are most motivated by professional development opportunities that enable 'networking, and sharing of ideas and experiences among colleagues'. In addition, 'management of staff performance and development' featured strongly in the areas that respondents identified as having high priority for their professional development needs. Harrison et al. (1998, p. 89) stated that these findings should be seen 'in the context of the current emphasis on school leadership that fosters collaboration, collegiality and professional learning'. The rank order for the Harrison et al. (1998, p. 90) study is outlined in Diagram 6.

DIAGRAM 6 – Extent of Value of Professional Development to School Leaders*

TYPE OF PROFESSIONAL DEVELOPMENT ACTIVITY	RANK
School visits to facilitate handover to next appointment	1
Collegiate support groups	2
Networking	3
Access to other schools' best practice	4
Formal school executive leadership programs	5
Formal induction programs prior to new appointment	6
Conferences	7
Relieving and/or acting positions	8
Mentoring	9
Sabbatical and/or study leave	10
Facilitated action research at the school	11
Executive team development programs	13
Peer coaching	13
Keynote speakers on topical issues	14
Professional reading	15
Work shadowing	16
Accessing a database of expertise among colleagues	eq17
Seminars and workshops	eq17
Work placement across the public service and industry	19
Information kits on the requirements of promotional roles	20
Video discussions of current topics	21
Computer mediated communication	22
Teleconferencing	23
TV programs via distance education	24

*Source: Harrison, Clarke, Hill & Harvey 1998, p. 90.

From this leadership study, Harrison et al. (1998, p. 89) commented that the top four preferences 'directly involved the exchange of ideas, practice and experience among school leaders...finding out how other people have tackled particular problems and what works (or does not work) in schools'. The Harrison et al. study, however, was conducted in Western Australia, a state which encounters the problems of vast distances. Because the ACT and

Southern Highlands of New South Wales do not have to negotiate these geographical communication challenges, the type of PD activity valued is likely to be different. It is interesting that in the Harrison et al. study the respondents rated distance mode technologies for PD delivery relatively low in the ranking. In addition, the Harrison et al. (1998) study focussed on all school leadership positions whilst this thesis focusses exclusively on the HOD rather than all school leadership positions. However, the Harrison et al. (1998) study did provide a good discussion point as part of the participative action research methodology employed for this study.

There is clearly a need for secondary schools to engage in a review of their PD methodology, purposes, delivery and effectiveness. Steve Holden, then Editor of *Educare Magazine*, writing on the theme of professional development (2002a, p. 10), warned that 'the professional development (PD) question is not just about steady improvement, it's about regeneration...and the PD needs for the next generation of novice teachers and principals is biting now'. Poskitt (2001, pp. 6 & 7), writing about the requirements for successful professional development, stated that for secondary schools to achieve significant and improved student outcomes, they need a number of the following factors:

- leadership of the project and good provision of time and resources
- start the project in a small way with keen staff
- creative use of teacher release time
- creating regular professional development meetings
- relieving the project leader of some other responsibilities to promote focus.

On this same theme, Andrews et al. (2000, p. 25) argued for a school-driven approach to the professional development of teachers. They argued for the notion of all teachers as leaders, yet acknowledged inhibitions such as:

- some teachers choosing to pursue subject specialisation, research or administration that does not lead to teacher leadership
- some teachers exerting leadership at a certain juncture in their professional lives or in a particular educational context, but not over time

- the capabilities required to exercise influence on professional processes of learning and on community agencies becoming complex and rarely influenced by stakeholders who are not energetic, confident and experienced
- the environments that support and nurture teacher leadership not being endemic to many schools.

Such inhibitions cause secondary schools to create structures or divisions that have someone as the designated leader of a group of teachers for a specific purpose.

HODs have been designated as middle management academic leaders who lead a team of teachers and who must establish a supportive and professional culture for their department. Therefore, this complex role must provide a greater incentive to compare the above list to the professional development needs and requirements of their particular staff team. Should it be part of the assessment of their HOD role? Do HODs need to set the standards for professional development? What tensions would this create? As cited by Holden (2002b, p. 12), Jim Cumming, former Chief Executive of the Australian College of Educators, speaking at the April 2002 National Meeting of Professional Educators funded by the Australian Government and facilitated by ACE, listed a number of 'creative tensions' inherent in the development of any professional standards and accompanying professional development programs. There were tensions between:

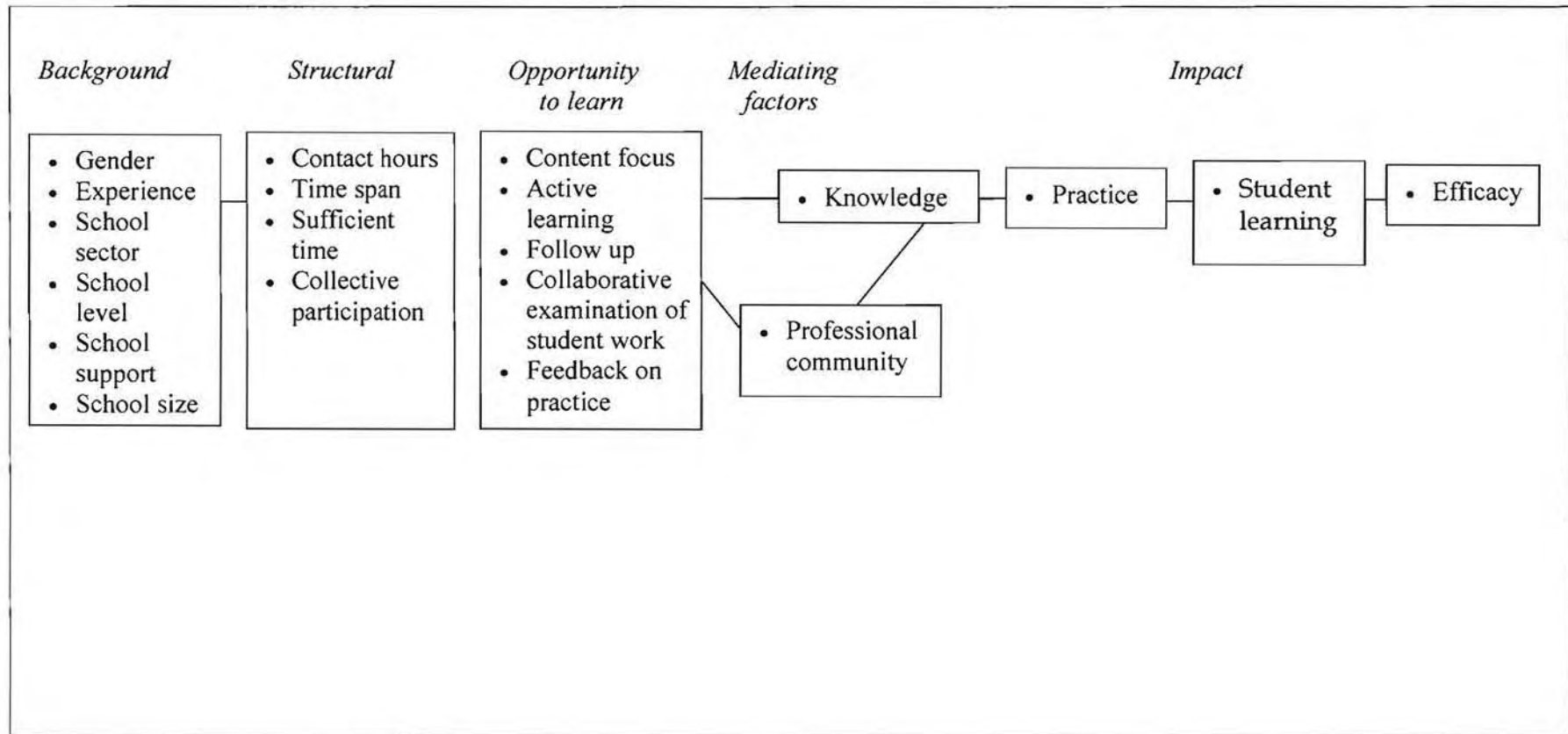
- professional teaching standards and actual experience in day-to-day learning environments
- general and subject-specific standards
- top-down and bottom-up approaches to standards
- professional standards and industrial awards or agreements and the processes underpinning them
- the urgent need to establish standards and the need for further work
- 'reconceptualising' the role of educators and 'value-adding' to existing practices.

With the average age of teachers in secondary schools reaching the high 40s, HODs have many experienced teachers within their departments. While an experienced teaching staff brings its benefits, the HOD has a difficult role to regenerate and rejuvenate his or her team.

How will the professional development of the HOD cope with this difficult people-orientated issue? Bopf and McWilliam (2002, p. 10), commenting on inducements for self-motivated professional development, stated 'the problem is that teacher learning, within the context of activities under the title of "professional development", is no easier to guarantee than student learning'. So much research, though, such as Stoll and Fink (1996) and King and Newmann (2001), has highlighted the strong need for teacher learning. Sykes (1996, p. 466) argued that teacher learning is 'the heart of any effort to improve education in our society'. Stoll and Fink (1996, p. 152) asserted that 'probably nothing in a school has more impact on students in terms of skills development, self confidence, or classroom behaviour than the personal and professional growth of their teachers'. Terms such as 'life-long learning', 'learning how to learn' and 'learning focus' are used commonly by schools, teachers and educational bodies. These terms attempt to create the appropriate culture of a school by having learning as the core value.

A recent Australian study (Ingvarson, Meiers & Beavis 2005) of 3,250 teachers on the effects of structural and process features of PD programs on teachers' knowledge, practice and efficacy, determined consistent findings with other research on the importance of school context. Schools must provide 'fertile ground for professional learning on an ongoing basis and as a routine part of the job' (Ingvarson, Meiers & Beavis 2005, p. 17). The study found that 'a substantial level of professional community is vital to significant change' (Ingvarson, Meiers & Beavis 2005, p. 17). The study was a measured response to the demands of policy makers looking for evidence about the effects of PD on classroom practice and student learning outcomes. Diagram 7 summarises the measures used in the study to review this task. Consistent significant direct effects were found across the four studies (contextual factors, structural features of the PD programs, process features of the PD programs, professional community) and the four outcome measures (knowledge, practice, student learning, and efficacy).

Diagram 7 – Relationships between structure, learning processes and impact of professional development programs*



*Source: Ingvarson, Meiers & Beavis 2005, p. 6.

International studies also confirm the direct link between teacher PD and improvements with student outcomes (Stoll 1999; Darling-Hammond & Sykes 1999; Darling-Hammond 2000; Bredeson 2002; Borko 2004). As a consequence of the link between student outcomes and PD of teachers, teacher self-motivation is under unprecedented pressure. This is not to suggest that teachers do not learn through university study or other forms of professional development voluntarily, but it indicates that self-motivation is not a corollary of being responsible for student learning and the future of children. Teachers need support and inducements, just like other professionals. Marsh (2002, p. 1) stated, 'teachers make more professional decisions per hour than any other professional group, second only to air traffic controllers'. Like air traffic controllers, teachers can quickly be made public scapegoats; in their case, for matters such as perceived literacy problems, social problems, poor parenting, health problems, skill shortage issues, lack of technology and the political or talk-back radio hot topic for the week.

A school needs to determine how it will support its teachers in an ongoing and creative way. This research has its focus on the middle-ranking executive position of a HOD. This HOD position has responsibility for a team of teachers and the subject disciplines assigned to the department. School systems have to answer a series of questions as they attempt to foster a learning culture for the 21st Century. What inducements are required for a HOD to be a learner? Do schools expect or demand that because HODs hold a leadership role, those HODs must demonstrate being lead learners? Do schools expect HODs to encourage their Department members to be continuous learners? Does the 'learning' have to be linked to school requirements? When resources are tight, what are the PD priorities? Who determines the PD priorities? These questions suggest a strong link between HODs and PDCs will be essential. Priorities for any PD budget amount vary from sector to sector, school to school and faculty to faculty.

Professional development must strongly reflect that schools are about nurturing people, and hence PD should be reconceptualised as 'professional learning' (Turner 1996, p. 2). Professional learning should be about what people are 'willing to do, and can do, themselves' (Turner 1996, p. 2). As cited by Holden (2002b, p. 14), Ingvarson (2002), in a commissioned research paper for the Australian College of Educators (ACE), identifies four major components in the way professional learning is most likely to improve student learning outcomes. The aim should be to help increase teachers' understanding of the content they teach, how students learn that content, how to represent and convey the content in meaningful

ways and how well their students are doing in relation to how well they should be doing.' Few would argue with any of these common-sense professional learning imperatives. Holden (2002b, p. 16), commenting on the ACE focus on professional learning, stated:

For once, most educators seem to agree, equipping to educate the next generation is going to transform the teaching profession, if it isn't already doing so. Educators also agree, we need a framework to achieve that transformation across the profession. Call it a framework, call it a standard. Either way, it might just lead to the kind of professional development educators **need** and **want**: Professional development that develops the profession.

The HOD will need to sell both the 'need' and 'want' aspects of this focus to department members, and this will require skill and teamwork. Collaborative working relationships and empowerment are seen as critical conditions for teacher learning, as they are for learning in organisations (Argyris & Schön 1996). And while educational researchers, practitioners, and policy makers agree that professional development should change in these ways, the actual methodology used for professional development has been slow to emerge. Furthermore, in a period of considerable change in expectations, the focus and methodology have been particularly slow on the PD requirements for a HOD.

Too often the PD focus for a school has been on individual professional development needs. King and Newmann (2001, p. 87), writing on how one builds school capacity through professional development, wrote:

...individual teacher learning is, of course, the foundation for improved classroom practice, but teachers must learn to exercise their individual knowledge, skills and dispositions to advance the collective work of the school under a set of unique conditions. To the extent that professional development focusses only on teachers' individual learning while neglecting to help whole-school faculties to integrate their learning for the collective advancement of students in that school, we would not expect substantial achievement gains in the student body as a whole.

The HOD obviously focusses on the development of the department, and the individuals within it. PD must be extended to foster the whole-of-school team imperative and especially for the links to the collective advancement of students.

Budget restrictions and growth in school effectiveness imperatives create further tensions for a HOD to create a sound professional development culture for his or her department. Law

(1999, p. 70) claimed that 'to be fully effective, teacher development strategies require a supportive climate and professional orientated culture'. School culture has been variously defined as 'the way we do things around here' (Deal & Kennedy 1982); 'the guiding beliefs and expectations evident in the way a school operates, particularly in reference to how people relate (or fail to relate) to each other' (Fullan & Hargreaves 1991, p. 37); and 'the deeper level of basic assumptions and beliefs that are shared by members of an organisation that operate unconsciously' (Schein 1985, p. 1). The precise nature of culture remains hard to delineate and can differ depending on circumstances and perceptions. The concept's dynamism means that 'culture is created by its participants' and that 'it inevitably changes as participants change' (Stoll & Fink 1996, p. 83). However, Schein argued that establishing a strong learning culture should be the major concern of school leaders since 'the only thing of real importance that leaders do is to create and manage culture' (Schein 1985, p. 2). This study attempts to isolate whether HODs regard establishing a learning culture role as crucial and hence a professional development imperative for themselves and their staff.

The creation of an appropriate culture by a HOD is a significant task. As already highlighted in Chapter 2.2, many forces exert themselves on the middle executive leader. Law (1999, p. 71) isolated three professional development situations for schools attempting to create a continuous professional development (CPD) culture, loosely characterised as adverse, neutral and positive situations. Adverse situations negatively impact on a CPD culture as programs are unplanned, not linked to the school vision, and spasmodic in nature. Neutral situations neither add to nor detract from the CPD culture often due to their narrow or 'one off' focus. Positive or supportive situations positively impact on a CPD culture as they focus on key strategies and tactics to achieve the school vision. Staff potential and support are targets of such professional development situations.

Such a positive CPD culture requires a framework from which to develop. As cited by Law (1999, p. 70), Glover and Law (1996) outlined five key organisational elements necessary to the management of a secure and supportive professional development culture: the effective management of information/communication flows; the development of shared and open planning processes; the operation of clear resource allocation procedures with focussed aims and targets; the establishment of a clear evaluation strategy for ongoing review and development; and the development of open networking opportunities to facilitate mutual support and reflection. Combining these five 'key organisational elements' with the three

‘continuous professional development points’ (cited by Law 1999, p. 71), Glover and Law (1996) created the following outline, Diagram 8, to highlight the journey towards a professional development culture.

DIAGRAM 8 – Professional Development Culture*

	Support for individuals	Support for departments	Support for whole school
Adverse	<p>Random information</p> <p>No encouragement to participate outside the school</p> <p>Appraisal targets ignored</p>	<p>Little coherence</p> <p>Information haphazard</p> <p>Resources on a wait and see basis</p> <p>No networking</p> <p>No regular evaluation</p>	<p>Multiple management of information</p> <p>Plans imposed rather than discussed</p> <p>Minimal participation by ordinary staff</p>
Neutral	<p>Policy of bidding to deputy principal on basis on notices of courses</p> <p>Allocation on first come first served system</p> <p>Evaluation by field report</p> <p>Networking limited</p>	<p>Department holds information and makes it available if requested</p> <p>Tendency to be pragmatic in approach</p> <p>Little reporting back</p>	<p>Program developed from institutional development plan discussions, but imposed on staff</p> <p>Resources ‘bespoke’</p> <p>Limited evaluation of activities, no link to appraisal, etc.</p>
Supportive	<p>Appraisal targets notified and related to school development program</p> <p>Funding to meet some development if possible</p> <p>Established networks and others encouraged</p>	<p>Department policies according to needs; Funding made available for department use</p> <p>Networking and evaluation maintained</p> <p>Participative decision making linked to whole-of-school and individual targets</p>	<p>Staff discussion establishes priorities</p> <p>Information sought, bids managed, resources allocated according to program</p> <p>Thorough and published evaluation</p> <p>Networks established</p>
*Source: Glover & Law 1996.			

The theme of developing an appropriate professional development culture was explored by Leonard (1998, p.100) in Canadian research into teachers taking the initiative with 'professionalism in professional development'. It placed schools considered to 'best adopt and grow' into four categories. These categories, with appropriate research writings, are as follows:

- a collegial and highly collaborative school culture based upon shared beliefs and values (Odden & Wohlstetter 1995; O'Neill 1995; Louis 1994)
- a shared vision of future circumstances and achievements (Leithwood, Leonard & Sharratt 1998; Short & Greer 1997; Sergiovanni 1995; Fullan 1993; Issacson & Bamberg 1992)
- organisational structures and planned strategies designed to facilitate shared decision making and professional learning (Leonard 1998; Dimmock 1995; Mitchell 1995; Leithwood & Dart 1994; Fullan 1993)
- sufficient human, material and time resources to identify and achieve goals (Leithwood, Leonard & Sharratt 1998; Winn, Menlove & Zsiray 1997; Dimmock 1995; Murphy & Beck 1995).

Therefore, the creation of an appropriate professional development culture takes leadership (Mulford, B 2005). Stoll (2004, p. 4) stated that 'the purpose of school leadership is to focus on, and ensure, the quality and sustainability of learning of everyone in schools – most fundamentally to enhance students' learning opportunities and outcomes'. This requires teachers and those in leadership positions to be lifelong learners and positive agents of change. Leadership learning is a rapidly growing interest area for individuals, organisations and governments. An example of Australian Government involvement is the 2004 establishment, as already mentioned, of the National Institute of Quality Teaching and School Leadership (NIQTSL). It is now called Teaching Australia. The UK Government has established a National College for School Leadership (NCSL). Such institutions have improved student learning as their prime objective. This focus on student learning is encapsulated in the NCSL (UK) mission of 'every child in a well-led school, every leader a learner' (Stoll 2004, p. 4).

Leaders realise the importance of their own learning journey, yet the challenges of leading others in their journey can be difficult. For example, most school leaders are neither trained in,

nor comfortable about, giving constructive feedback or developing staff (Kamener 2004, p. 4). Power (2004, p. 9) quoted UK business research by the Hay Group (1999) that 'more than 50% of employees lack motivation to keep learning and improving'. As a result, professional development will need to be effective, targetted, challenging and purposeful. PD requires the development of leadership capability of many leaders, not just a few (Mulford, B 2003). Such PD is crucial for those in the middle of a learning organisation, such as a secondary HOD.

Despite the established importance of leadership training, there has been a surprising lack of studies focussing specifically on the professional development or leadership training needs of HODs. Walkington (2006, p. 15), in her study of mid-level executive teachers in the ACT, stated 'a range of professional development options for preparation, induction and ongoing learning firstly needs to be available'. She advocated formal mentoring systems be established, although stresses that such an approach requires specific skills and training. Hence the need for targetted professional development. To date three UK studies have attempted to address this broad area, although none have provided robust data on the effectiveness of particular approaches (Bennett et al. 2003). Harris, Busher and Wise (2001) suggested improved collaboration with external providers with a direct link to accreditation. This study also concluded that there had been a distinct lack of targetted PD on middle level leadership. Adey (2000) recommended that professional development coordinators (PDCs) wanted an improved whole-school approach to targetted PD for HODs. HODs need to be trained to realise their potential contribution to whole-school policy-making and planning. Brown, Boyle and Boyle (2000) also emphasised the need for targetted PD for HODs to relate to whole-school development planning. Their study found the particular priorities for PD training to be forward planning within budget guidelines, the ability to think both short and long term, the relation of department aims to whole-school aims, corporate planning at subject level, the ability to prioritise, an understanding of leadership, and working collaboratively. The list reflects the need for a mixture of both transactional and transformational leadership. Such an approach has been called compositional leadership (Chapter 3.4) and requires specific PD for such a HOD role.

4.3 THE 2000 PILOT STUDY

The Dinham et al. (2000) pilot study into the world of the secondary school HOD provided an analysis of professional development requirements, modes of professional development and

preferences for professional development study. This study served as a valuable pilot study into the complex role and expectations of a HOD. There were five researchers for this study and each researcher, as a result of the study, pursued further more detailed research into different findings and focus areas. For this researcher, the two areas of interest were the changing leadership role of the HOD and the PD required for the role. The pilot study captured the existing PD situation and had two focus areas for the area of HOD professional development. They were the present PD needs for being a HOD and how PD was being met at that time. The summary of the PD situation from the 2000 pilot study was as follows.

(a) Present Professional Development Needs

The most obvious feature of the perceived professional development needs noted by those interviewed in the Dinham et al. (2000) pilot study was the diversity of responses. The main professional development needs noted by the 26 department heads were in the areas of people management (7), meeting with heads of department from other schools (7), conflict resolution (6), dealing with the diverse demands of the job (6), time management (5), and the better use of technology (4). The main requirement was dealing with and influencing people. Issues were dominated by frustrations arising from dealing with difficult or incompetent staff, with six comments from the non-government sector and one from a head of department in a government school. One HOD commented that 'One of the worst things is trying to deal with unprofessional staff...yet many just need coping strategies'. Another Head of Department stated that one of the worst things was having 'a teacher who was not trying'.

Problems associated with dealing with complaints and demands of parents were also noted: 'I did not expect the intensity of some of the parent complaints. It is difficult to balance support for staff and dealing with the issues...you get caught between the two'. The related area of conflict resolution was seen as an area of professional development need by six heads of department. Comments in this area included references to being the 'meat in the sandwich' in interpersonal disputes and the fact that some staff tend to 'personalise complaints' that might be made about their practice. A HOD has to try to solve the complaint, remain loyal to their colleague and allow all parties an opportunity to be heard. Another head of department stated 'you can't walk away from problems - you must work through them to create a resolution'. These quotes strengthen the case for the need to target HOD professional development on how to work with a team of professionals.

As noted, the opportunity to meet with heads from other schools was given as a professional need by seven of those interviewed (6 males and 1 female). The general theme here was that some 'benchmarking' and sharing of ideas with other HODs, especially of the same discipline background, would be very useful. The next two categories of dealing with diverse demands (6) and time management (5) are obviously related. Comments were made about 'left field agenda items' and 'paperwork generated internally and externally' that caused problems.

A common theme on the need for professional development was on the area of time management. One HOD commented that he learnt early that he couldn't 'do all the job description' and hence had to 'learn to prioritise'. A frequent issue was 'not enough hours in the day' and that the school day is taken up (apart from teaching) with 'full on administration' and 'crisis management'. Another HOD said that 'major initiatives can only be thought about in holiday periods'. Yet another was concerned that he was a poor delegator: 'I sometimes think I do too much for staff...but staff are pulling their weight...the staff are under stress'. The HOD problem of lack of time to do the entire job well is addressed in this follow-up research project.

Areas which elicited minor levels of response were varied. There were four responses regarding the need for better use of technology. Usually, these comments were about a perceived need to 'keep up to date' with technological developments. Other concepts that received between one and three responses for professional development needs were student welfare (3), enhancing staff performance (2), outcomes-based assessment (2), experience of higher levels of management (1), stress management (1), career path advice (1), budgeting (1), leadership (1), curriculum (1), change management (1) and current educational trends (1).

As noted, there was a great diversity of responses to this issue of the professional development needs of a HOD. However, non-government school HODs were more likely to cite the professional needs of people management and conflict resolution, while government HODs were more likely to mention dealing with diverse demands as a need. This was most likely due to the heightened client and parental pressure experienced in many independent schools. There may be far less tolerance for perceived under-performing teachers when parents are paying fees from after-tax dollars.

(b) How are the Professional Development needs of HODs being met?

The Heads of Departments were equally divided about whether they felt their professional development needs were currently being met (11 responses) or not (11 responses). A common response was on the concept of 'learning on the job' and the fast externally driven changes that were occurring in education. The need to keep up-to-date with educational change was seen to take priority over other professional development needs – both one's own and those of other staff – due to shortage of time. The role of a HOD was seen as becoming more complex, with one head of department noting 'the diversity of skills needed...this point has really come home to me this year'.

External in-service courses (7) were the most popular form of obtaining required professional development. This was particularly so for males (5) and non-government HODs (5 of 7). Several (3) from the Government system commented favourably about specialist head teacher in-service courses for people new to the role offered by the New South Wales Department of Education and Training. This highlights a systemic difference and advantage. Other avenues for professional development used by those taking part in the study were professional associations (3), internal in-services (2), formal study (2), higher executive at school (2), subject meetings with staff (1) and the respondent's own external networks (1).

There were comments about a need for greater recognition of the role of the HOD from senior school executive and external bodies or systems, with heads of departments commenting on the 'lack of recognition for the role'. Also mentioned was the fact that 'more support is needed for this pivotal position', and the need for regular and informed feedback on performance. One HOD made the stark comment about the lack of feedback by stating, 'I did not know what the boss thought until I asked for a reference'. Unpopular historical government decisions affecting schools continued to be a source of angst for some HODs. The view was given that a former State Minister of Education in New South Wales who had conducted a major reform agenda in the early 1990s was still to be blamed for problems over 10 years later. One HOD commented that the 'Metherell years are still taking their toll...a feeling of everything is dumped on middle management is still around...or anything the principal does not want to do'. Overall, respondents felt that the HOD position is 'where the real work gets done', to use the words of one of those interviewed, but that it is also a 'pressure position'.

4.4 THE 2001-2006 RESEARCH PROJECT

As stated in Chapter 4.2, the pilot study results provided a platform for far more detailed research. This research required a further literature review; more targetted research questions; a more focussed group of HODs that all led large and core subject departments; and interviewing professional development coordinators as part of the research. Broad areas of focus for this research thesis are the four professional development (PD) forces for effective change. These four forces are internal, external, personal and institutional, and they are balanced against the barriers that occur to reduce the effectiveness of any professional development (PD) program for a HOD. These four PD forces can be further developed as follows:

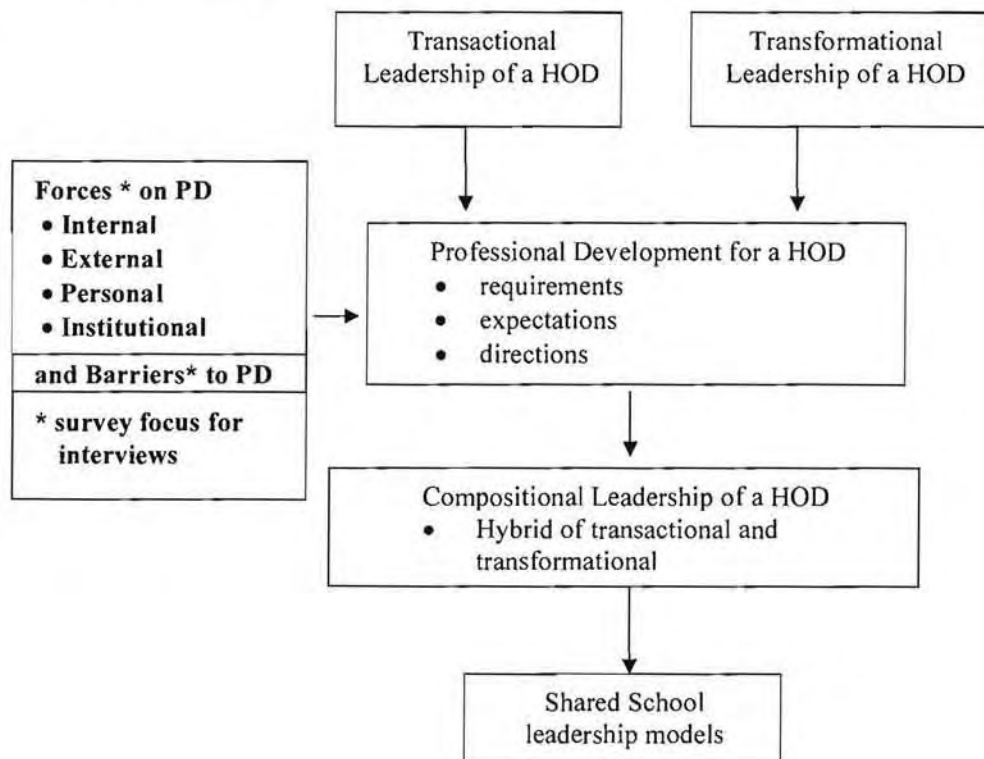
1. Internal forces – leadership style of senior executive (Fullan 1996a; White 2002), character of the department (Brown & Rutherford 1999), administration demands (Turner 1996; Walkington 2006), change agenda (Fullan 1991; Hargreaves 1994; Gronn & Rawlings-Sanaei 2003; Stoll 2004), role description and priorities (Bennett et al. 2003; Walkington 2006), and time pressures (Connors 1999; White & Rosenfeld 1999; Dinham et al. 2000; Walkington 2006).
2. External forces – curriculum instability (Newmann & Wehlage 1995), workload expectations (Dinham et al. 2000), renewal forces (Stoll 2004), political context of school (Johnson 1990), and external funding issues and hence pressures (Law 1999).
3. Personal forces – leadership strengths and weaknesses (Johnson 1990a), staff welfare issues (Dinham & Scott 1996), motivation of department members (White & Rosenfeld 1999; Walkington 2006), and being in the ‘middle’ of the organisation (Dinham et al. 2000).
4. Institutional forces – administration (Bhindi 1998; Walkington 2006), internal funding and priorities (Bhindi 1998), strategic directions of school (Silins, Mulford, Zarins & Bishop 2000), accountability/appraisal demands (Glover & Law 1996; Stoll 2004), divergent needs between Departments (Hannay & Schmalz 1995; McLaughlin & Talbert 2000).

These four PD forces need to be balanced against the fifth influence of the barriers that occur to reduce the effectiveness of any PD program. Barriers act as a brake to any enthusiasm and zest for a positive learning culture. This fifth factor can be further developed as follows:

5. Barriers to PD – lack of PD for being a manager of adults (Leask & Terrell 1997; Harris, Busher & Wise 2001), lack of systematic PD for the role (White & Rosenfeld 1999; Adey 2000; Dinham et al. 2000; Walkington 2006); inappropriate PD structure and delivery (White 2003; Cole 2004) speed of change (Fullan 1991; Hargreaves 1994), financial (Dinham et al. 2000), clash with prime role of teaching (Dinham et al. 2000), restrictions imposed by senior management on the power of the HOD (McLaughlan 1998; Bishop & Mulford 1999), and time (Connors 1999; Dinham et al. 2000; Walkington 2006).

This outline of the four PD forces and barriers to PD provided the skeleton for the first part of the development of the thesis survey framework and were used to provide a framework for the HODs survey questions. Diagram 9 highlights how this focus fits into the overall research project.

DIAGRAM 9 – The PD forces and barriers operating on a HOD

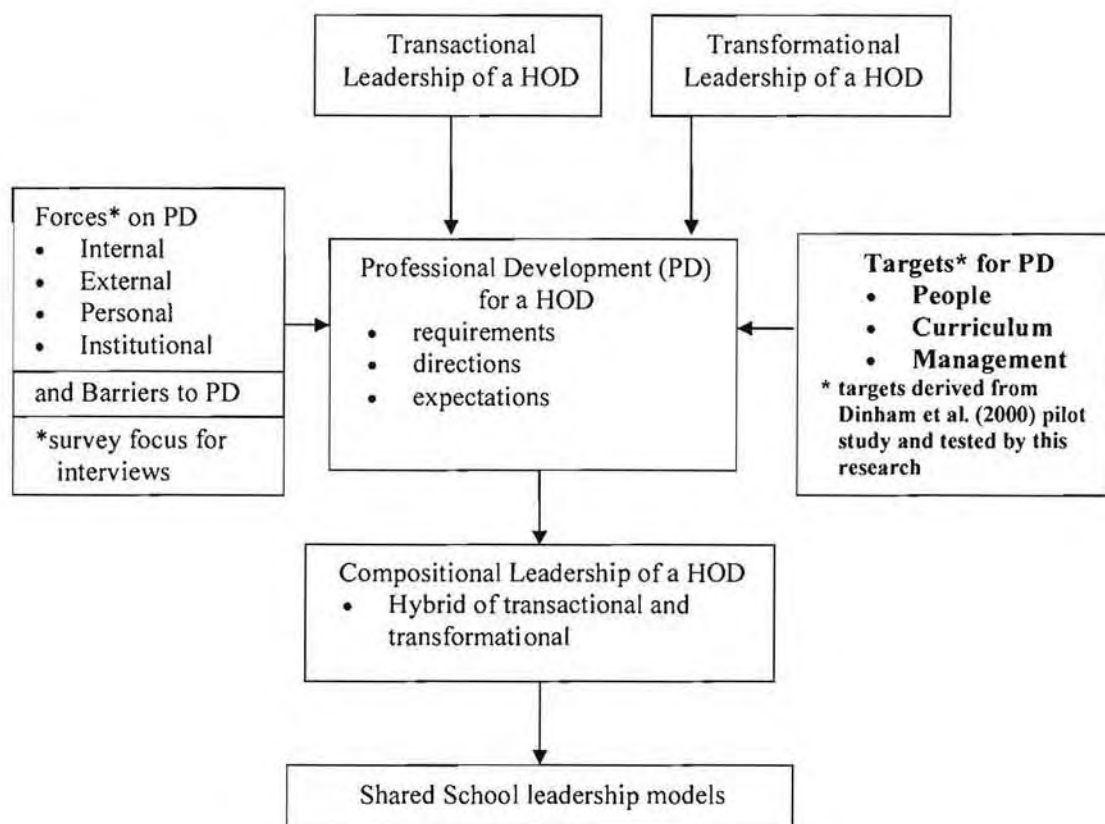


The second part of the survey framework originated from the research conducted by Dinham, et al. (2000) as outlined in Chapter 1.3. There were the three broad priority categories emphasised in this HOD study for PD requirements. These categories were people, curriculum and management, and they provided the framework for the first group of survey questions in this more detailed and specialised research project. Each category had four sub-sections:

1. **people:** leadership training, conflict resolution, staff team-building, staff appraisal
2. **curriculum:** curriculum changes resource provision, outcomes assessment, teaching and learning technique
3. **management:** time allocation, diversity of demands, skills delegation, budget skills.

Diagram 10 highlights how these targets for PD operate within the research topic.

DIAGRAM 10 – The three targets for PD for a HOD



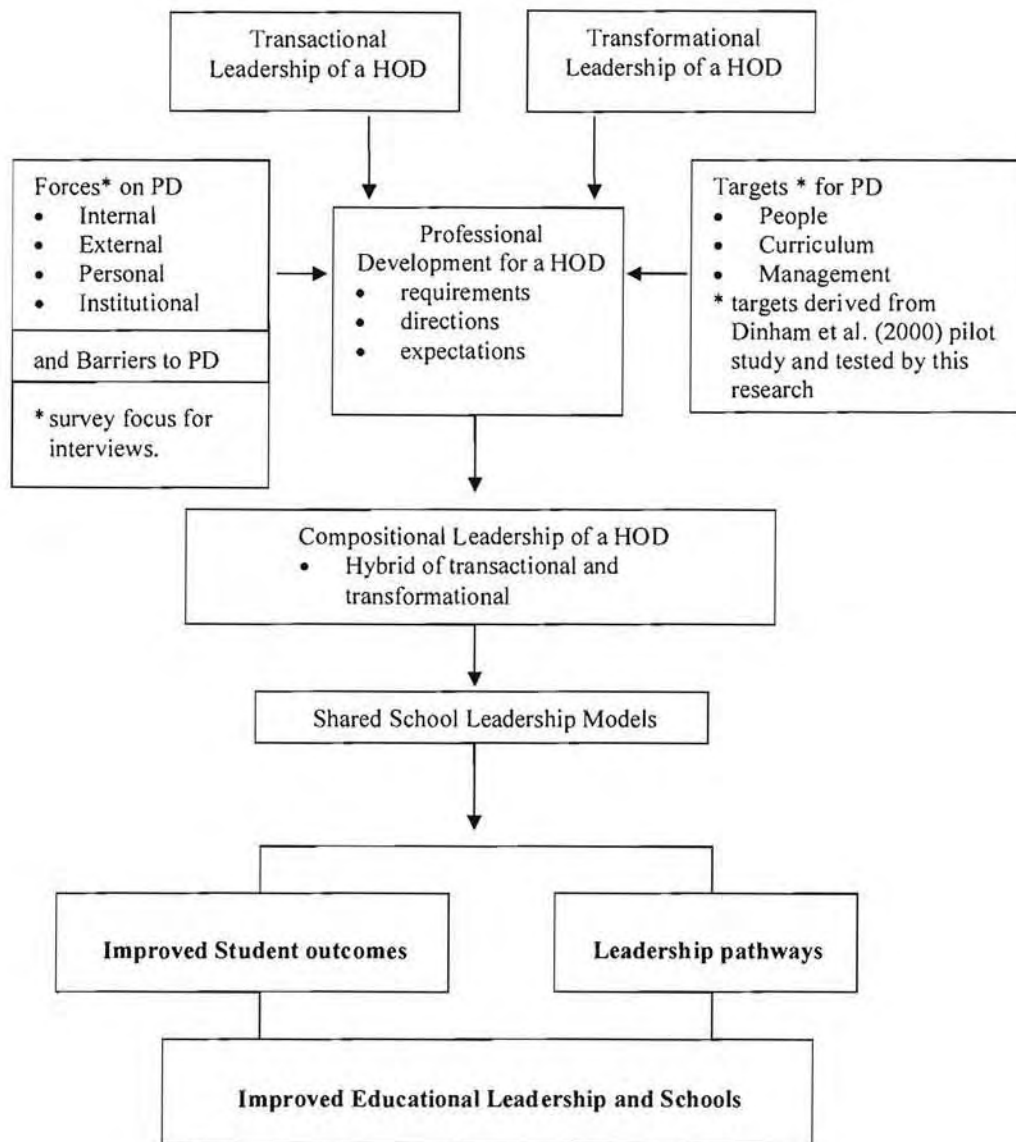
As evident throughout this study, there has been very little research into the role of a HOD or the professional development required to succeed at this complex role. This thesis adds depth of research into areas of targeted professional development for the role of being a HOD and hence attempts to improve student outcomes and school leadership in independent, non-government secondary schools. It is worthwhile for any targeted school leadership programs to refer back to the basic principles for professional development for the teaching profession. Cumming (2004, p. 17) drew upon research such as *PD 2000 Australia* (2001) to identify the essence of what constitutes high-quality professional learning: career-long, developmental, data-driven, standards-based, contextualised, and coherent. This list should apply to a HOD leadership program. The HOD, as a leader in the middle with direct and daily influence on his or her team, must help establish the culture within his or her department for such qualities outlined by Cumming to be integrated into the learning environment of the team. Barth (2001) described effective teams as 'communities of learners'. Hill, Hawk and Taylor (2002, p. 15) concluded their paper on what makes professional development work by stating that 'if PD is going to make a difference in the classroom, schools must "do less better" and find ways of making sure teachers gain more than just professional knowledge. Professional development needs to change classroom practice and it needs to be linked to improving outcomes for students'. HODs are expected to be excellent teachers and have a passion for quality classroom practice for their department members. Meiers (2004, p. 6) succinctly stated in an address to the 2004 American Educational Research Association Conference 'learning opportunities for all students rely on teachers' and 'the provision of high quality professional learning opportunities for teachers is of critical importance'.

The ultimate aim of teacher professional development is enhanced achievement for individual students, but individual student outcomes and how teachers teach each student are profoundly influenced by the organisations in which the students and teachers work. Hargreaves (1995, p. 11) stated 'that learning is the single most important resource for organisational renewal in the post modern age'. Magestro and Stanford-Blair (2000, p. 55), in their development of a professional development template for teachers and professional development coordinators, commented that 'the emphasis in education has shifted from teaching to learning'.

Most secondary teachers have their greatest classroom practice influence from within the department membership. King and Newmann (2001, p. 86) addressed this issue, stating that: 'the design of professional development itself should be grounded not only in a conception of

how individuals learn, but also in a conception of how schools as organisations affect, and are affected by teachers learning'. What is the role of a HOD in achieving this pursuit for the organisation? Is PD leadership a required part of their professional development need? For Richardson (1975), an effective institutional framework for professional development becomes, in reality, a continuous and supportive teacher workshop and a continuous staff conference. Sergiovanni (1992) and Fullan (1993) speculated that the institutional leadership role could disappear as staff develop their own leadership skills, which get 'built-in' to teachers' roles, so that, de facto, they become leadership substitutes. How will this view of all teachers being leaders transform the traditional HOD role? What are the effects on the professional development culture? Improved leadership pathways for teachers and improved student outcomes are the desired result of reforms to school leadership models. Diagram 11 highlights this emphasis for the thesis topic.

DIAGRAM 11 – Improved student outcomes, leadership pathways, leadership and schools



Research by the Hay Group (Power 2004, p. 11) focussing on development with school leadership teams in Australia, United Kingdom, New Zealand and Singapore, 'has demonstrated clearly that improved student learning results from a strong professional teaching culture'. Fullan (1993) stressed that we need leaders who can create a fundamental transformation in the learning cultures of schools and the teaching profession itself. The new United Kingdom Teacher Training Agency standards for HODs, outlined in Chapter 2.3, have

the HOD as a crucial leader in securing high quality teaching and improved standards of achievement, and a major role in the development of school policy (TTA 2001, p. 3). Walkington (2006, p. 16) in her Australian study of mid-level executives, concluded that the role needs better articulation of its 'duties and responsibilities'; a review of the leadership roles; and an urgent focus on improved preparation and support of such key staff to 'assist job satisfaction, retention of experienced staff and attraction of future leaders'. This thesis addresses the issues of professional development requirements, expectations, and directions for the independent, non-government secondary school HOD, with the eventual goal of improving educational leadership, student outcomes and school learning cultures.

Chapters 2, 3 and 4 reviewed the changing role of the Head of Department and the Professional Development issues for such a vital academic leadership position in a secondary school. This chapter outlines the methodology used for the detailed study into the Secondary Head of Department: Professional Development requirements, expectations and directions.

5.1 INTRODUCTION

This study describes and analyses the findings of detailed research with 24 HODs and six PDCs at six independent, non-government secondary schools. The prime focus was on the changing leadership of HODs and, as a result, the PD required to support the new requirements, expectations of and directions for the role. The study followed an earlier Dinham et al. (2000) research project, in which I was one of the researchers, into the roles of HODs in secondary schools. The study used analysis of existing job descriptions of HODs, structured interview questionnaires that required quantitative categorisation and analysis, and open-ended interview questions requiring qualitative analysis. The respondents were all leaders of a major academic department within an independent, non-government secondary school.

The subject department provides the most common curriculum management structure for a secondary school. For this study, four subject disciplines – English, Mathematics, Science and Information Technology (the latter area is called many other titles but the essence is common) – were deliberately chosen so that analysis could be better linked and verified. These four subject areas are major departments with large staffs, relatively high budgets and responsibility for the vast majority of students in a school. These four subject departments are also common to most secondary school systems as they are core subjects for students and hence the department plays a significant role in the academic lives of all secondary school students. These four subject areas are important to the curriculum package of all students up to Year 10 and have a strong influence on subject selection for the final two years of secondary school and subsequent career options. Therefore, for this specialised study, the HODs of English, Mathematics, Science and Information Technology were interviewed.

In addition to the four HODs per school, the senior person in charge of coordinating professional development programs was interviewed. It should be noted that secondary schools use different titles for such coordinators including Director of Teaching and Learning, Director of Staff Development, Coordinator of Staff, and Professional Development Coordinator. For this research project, the group was termed the Professional Development Coordinators (PDC). They were included in the study to determine whether there were differences between what HODs and their immediate supervisors were saying about the PD requirements, expectations and directions for being a HOD.

Therefore, the final number interviewed became a total of five people in each of the six schools (four HODs and one PDC). The total number of interviewees was thirty for the project and was comprised (six schools x four HODs) plus (six schools x one PDC). This approach sought to allow the researcher to establish a strong connection with each school and have more opportunities to understand the school culture that each of the interviewees operated within each day.

Only independent, non-government secondary schools were chosen and the six schools studied were located in the Australian Capital Territory (ACT) and regional New South Wales (NSW) near the ACT. Three schools were Catholic, one was Anglican and two were non-denominational. Two schools were boys schools, two girls and two coeducational; four had over 900 students, and two between 400 and 700 students. This range was deliberately chosen to reflect the diversity within the independent, non-government secondary school system. The choice of only independent, non-government secondary schools with large student cohorts does provide a limitation of the study as the structures and issues may be different in small, independent, non-government secondary schools and/or government schools.

I have been heavily involved in leadership positions for organisations for principals; hence, my access to independent, non-government schools was readily obtained. Independent schools were keen to be part of this research project, the ongoing dialogue about its findings, and its contributions to the policies and practices. This willingness of independent schools suited the participative action research model and, therefore, the exclusive focus on the independent, non-government sector.

Independent, non-government schools have different governance and staffing structures to government-run schools. In non-Catholic independent schools there is a Board of Directors, as the school usually runs as a company limited by guarantee. The Directors appoint a Principal to be the Chief Executive Officer, and they provide him or her with wide-ranging powers to effectively operate the school within the Board's set ethos and aims for the school. Catholic schools vary with their governance structures according to whether they are independent or systemic. Two of my research Catholic schools were independent Catholic schools and had a Board structure similar to the independent, non-government structure described above. However, the schools were still run by a religious order that retains ultimate power over the Board. The third Catholic school in the study was a systemic school with the main governance and compliance matters controlled by the central Catholic Education Office.

Staffing structures and/or numbers can vary significantly between independent, non-government secondary schools and there are no systemic or standardised caps or rules on promotion positions or the tenure of the post for each individual. Each independent school has flexibility to adopt structures that best suit its own improvement plans. Despite this autonomy, independent, non-government schools, as evident in this study and the Dinham et al. (2000) pilot study, tend to conform to an established, traditional and similar pattern for middle ranking positions.

5.2 RESEARCH DESIGN

For the benefit of allowing HODs to tell the story, reflect on their role, and over the interview, develop ideas for professional development requirements, my overall research method was qualitative. Within the qualitative spectrum, many alternative methods exist, such as naturalistic, the post positivistic, ethnographic, phenomenological, subjective, case study, participative action, hermeneutic and humanistic. Qualitative research has many forms because the persons who profess to practise it take different understandings of what it implies. Qualitative research, using multiple methodologies, involves other people studied in their own settings and understood in terms of the meanings those people themselves bring to their situation (Denzin & Lincoln 2003). This methodology suited my approach of visiting each school to interview HODs in their respective domains. Each school environment has its own cultures, customs, constraints, parameters and opportunities.

Each qualitative methodology or emphasis has merit in a people-focussed research study. For example, naturalistic qualitative inquiry is always carried out in a natural setting, since context is so heavily implicated in meaning. For this research study the natural setting was to be a busy secondary school environment and the role of a HOD. There was a focus on the leadership of a HOD with particular emphasis on the HOD's professional development requirements, expectations and directions to successfully carry out their 'middle' ranking role. Lincoln and Guba (1985, p. 191) stated:

The mandate that a naturalistic study shall be carried out in a natural setting, far from increasing the subjectivity of the study and making it possible to engage in 'sloppy' research, makes demands on the investigator in terms of time, energy, and resources that usually exceed those of a 'comparable' study. The naturalistic investigator cannot confine his or her attention to a few variables of interest, ignoring the setting because it has been so carefully controlled; he or she must take account of all factors and influences in that context.

As has been pointed out in Chapters 1 to 4, the HOD has many influences on his or her role and is in the middle of the organisational structure of a school. As a practising Principal, I continue to have a vested interest to learn of the PD requirements for the HOD team. HODs interviewed appreciated this vested interest and understanding of their role. Such an intimate knowledge and appreciation of the complexity of the pressures on a HOD made the interview process more comfortable and reflective for the respondents. Likewise, qualitative research requires the researcher to build upon their tacit knowledge and use methods appropriate to the learning of the individual stories. These include interviews, observations, document analysis and unobtrusive clues. The inquiry consists of repeated cycles of purposive sampling, inductive analysis of the data, formation of a grounded theory, and projection of the next steps in a constantly emergent design (Lincoln & Guba 1985).

The naturalistic approach was primarily used in the Dinham et al. (2000) pilot study that formed the foundation of this more specialised research. Appendix 1 provides a summary of the naturalistic inquiry approach. This first study, of which I was one of the researchers (Dinham et al. 2000), used a grounded theory approach as described earlier (Lincoln & Guba 1985), and it proved to be a sound first cycle of the eventual participative action research methodology. The results and findings refined understanding and provided the basis for the next cycle. It allowed questions and methods to be adapted to create a tighter analysis of the

professional development requirements, expectations and directions for the secondary school Head of Department.

The blending of the grounded theory (Glasser & Strauss 1985; Strauss & Corbin 1990) and action research techniques provides an on-site working approach to methodology that suited my strengths as a researcher and the focus of the research. After the Dinham et al. (2000) pilot study, a further chance to re-test the interpretations from this first study was gained. The spiral approach to the research focus helped in determining new pathways for a HOD's professional development requirements, expectations and directions. The Dinham et al. (2000) pilot study provided the first cycle of action, observation, reflection and planning. The Dinham et al. pilot study (2000, p. 34) concluded with seven major findings and, in specific relation to professional development for a HOD, recommended 'a need to build upon the programs advocated for aspiring heads of department to provide individually tailored and packaged professional development programs for practicing heads of department which recognise both the diverse demands of the position and individual need'. This study also suggested that 'such programs need to be grounded in an experiential problem-solving framework and utilise other measures already advocated such as networking with more experienced school executive and specialist staff' (p. 34). This PD recommendation of the first study concluded that school administrators should, upon successful HOD PD taking place, 'support, formally recognise, link to salary and where relevant, should be accredited towards higher degree study'.

After this first cycle within the Dinham et al. (2000) pilot study of planning, action, observing, and, most importantly, reflection, it proved to be vital to conduct further more detailed studies into the professional development requirements, expectations and directions for HODs. The Dinham et al. (2000) pilot study covered a broad approach to the role of a HOD. By the action research method, another more specialised cycle of action, observation, reflection, planning and highly focussed research was required for the specialised topic of PD requirements, expectations and directions for HODs. The thesis sought to achieve this requirement for greater specialisation into PD provision for the HODs.

However, the research methodology of the Dinham et al. (2000) pilot study was too restrictive and remote from people, however, for the sharper and intensive focus required to explore this more in-depth specialised research topic. Thus, other supplementary research, using multiple

methodologies, were identified to add depth of understanding to the study. The qualitative methodologies chosen for this more flexible approach were participative action research, naturalistic content analysis and a grounded theory approach. Other terms used for the participative action term include action research, collaborative inquiry, emancipatory research, action learning and contextual action research. These all relate to frameworks hosting an interconnection of methods that foster research, action and possible change.

Action research takes place in real-world situations and aims to solve real problems or issues. The researcher and the research subjects have a vested interest in the process, analysis, results and conclusions. I adopted the participative approach as part of the suite of methodologies in this study because it supported my roles as a secondary school principal, a researcher and an agent for educational change. This participative approach was aided by self-reflections and observations over many years working within the secondary school climate. This close correlation of research and practice provided a strong basis to make sense of research methodologies and findings with the goal to improve student outcomes and leadership pathways for staff. Improvement with student outcomes, leadership pathways and schooling has been a constant goal of educational researchers.

Generally considered the 'father' of action research, Kurt Lewin was one of the founders of the Gestalt school. Action research seeks to address conflict, crises and change within organisations. The literature review in Chapters 2 and 3 indicated significant changes for a HOD, conflicting explanations about the HOD role, and a sense of ignored focus for the complex HOD role. The phrase 'action research' was first used in Lewin's 1946 paper 'Action research and minority problems'. Action research ensures that all participants feel part of the researcher's quest for understanding and interest with exploring new pathways that may develop from the findings.

The Kemmis and McTaggart cycle of plan, act, observe, reflect, and then repetition of this cycle, (eds Kemmis & McTaggart 1988) is the most frequently quoted in methodology literature. Short, multiple cycles allow greater rigour to be activated and allow, as Dick (2000a) would state, a 'fuzzy' early method to be developed towards appropriate endings. Rigour is achieved through using multiple data sources and trying to disprove any early developed interpretations, theories or themes of the data.

A strong connection and empathy for the school community favours an action research methodology. Action research (eds Kemmis & McTaggart 1988; Dick 2000b) favours researchers with a strong understanding of the work site and participants' roles. As a former, long-serving Head of Department and a Principal of fifteen years' experience, this understanding of the challenges of being part of the middle executive was clearly demonstrated to the subjects. My background is strongly rooted in independent schools, academic leadership and heads of department, directors of studies, and principal positions. Dick and Swepson (1997, p. 2) summarised the best use for action research as situations 'where you wish to bring about action in the form of change, and at the same time develop an understanding which informs the change and is an addition to what is known'. The research subjects understood that I had a direct and obvious vested interest in the findings. They knew through the conversations that I had a passion for the research and sought joint understandings of the possible future directions, requirements and expectations for PD for a HOD.

Effective participative action research requires a cycle of steps to be undertaken by the researcher. The cyclical process (Carr & Kemmis 1986; eds Kemmis & McTaggart 1988; MacIsaac 1995; Dick 1999; Dick 2000a) suggests the four steps within each cycle as plan, action, observe and reflect. Each successive cycle challenges and refines the results of earlier cycles. As a result of this process, original questions and methods may change in substance and/or emphasis. Because there is a constant change of emphasis from action to critical reflection, researchers close to the focus of their research favour this methodology. If the researcher is an active player in the field of research focus, there is not the usual requirement of attempting to distance oneself or finding oneself in a research vacuum from the participants. This strong and practical knowledge of the research field can enrich the research and hence improve analysis of the findings and the quality of subsequent action that flows from the findings.

The spiral or cyclical nature of participative action research provides a strong responsiveness from the research subjects. This flexibility is important for the change process that will follow. The willingness of the research subjects to engage in open and frank discussions was vital for the interview process, especially in this second major and more specialised study of Heads of Departments. Somekh and Thaler (1997, p. 153) observed that 'action research is the study of a social situation with a view to improving the quality of action within it'. As

already outlined, action research requires a series or cycle or spiral approach of plan, action, observe, reflect, and then repeat the process (eds Kemmis & McTaggart 1988). A core element of this research methodology is, as Kayrooz and Trevitt (2005, p. 295) stated, that 'insiders are very familiar with their audience' and 'participative action research allows insiders to share their expertise in a non-threatening way with others who equally may be in need of solutions'. As an 'insider', I had empathy with the HOD structural variances between schools and the factors that could cause differences in approaches by the HODs to their role. HODs quickly understood that the study was designed to focus on the changing role for the position, and that a new PD approach could benefit their leadership role.

This more specialised research focus needed a 'family of research methodologies which pursue action and research outcomes at the same time' (Dick 2000b, p. 2). Action research proves to be responsive to the needs of the respondents, fosters emergent ideas as the process is gradual, and encourages critical reflections as understanding develops throughout the process.

5.3 DATA COLLECTION METHODS

The first step for the gathering of information for this thesis was to secure six independent, non-government secondary schools in the ACT and Southern Highlands of New South Wales that had four specific HODs (English, Mathematics, Science, Information Technology) and their PDC willing to be interviewed. All five staff at each school had to be in agreement for the school to be included in the research project.

A letter (Appendix 2.1) was sent to the Principals of each school seeking permission to approach the relevant HODs. The HOD letter (Appendix 2.2) outlining the aims and procedures of the study was provided, as well as a tear-off informed consent form for posting or faxing back to the researcher. Anonymity was assured for each participant and only a numerical coding was used to record the results of the interview.

Data gathered through qualitative research cannot be reduced to a fixed number of discrete variables, rather 'they are intricately interrelated to form a pattern of "truths". It is these patterns that must be searched out, less for the sake of prediction and more for the sake of verstehen or understanding' (Guba & Lincoln 1981, p. 57). The second step of the research

focus was the collection of role descriptions for each HOD, if they were available. These documents provided an outline of the official expectations of the role. The third step via interview was to gain descriptive demographic data such as age, gender, time as a HOD, time as a HOD at current school, qualifications, time teaching in years, and type of school. The fourth step was to gain, via interviews, the views of each HOD and PDC in response to a number of questions using two different collection methods. The two different collection methods used were an interview survey using guided questions and requiring quantitative analysis, and an interview survey using open-ended guided questions requiring qualitative analysis.

The order of these four steps of data collection was a deliberate strategy. Document analysis provided a background to the expectations of a HOD and an improved understanding of the ethos of the school structures. The step of demographic data collection allowed the interview session to settle and help build rapport between the interviewer and the interviewee. The major data collection method was an interview with each HOD and PDC. The first part of this step required the interviewee to make judgements with a quantitative score on various aspects of the HOD's expectations and experiences with PD. This step used the previous Dinham et al. (2000) pilot study to provide a framework and allowed the interviewee time to relax into the interview by making such judgements within an easily defined and preset framework. Therefore, by the time the last step of open-ended questions took place, the interviewees were very focussed on the issue at hand and felt comfortable providing opinions.

This section further comments on the three data collection and analysis methodologies for this study.

5.3.1 Role Description Analysis

The exercise of printed role description analysis added to the mix of methodologies used for this action research. Role descriptions for the HODs in the six schools were sought. The role description was sent to me prior to the interview process. It was usually provided with the permission slip for the research project. This allowed me to review the printed expectations for the HOD role before meeting with the HODs and PDCs. Five of the six schools had such outlines and they are reproduced in Appendix 3. The role descriptions provide the interviewer with background understanding of the leadership context of the HOD in each school. Each element of the role description was categorised into three different leadership criteria based

upon the literature review of leadership (Chapter 3). The three categories were transactional (using Diagram 2 characteristics), transformational (using Diagram 3 characteristics) and compositional – a hybrid of the transactional and transformational leadership roles. As discussed in Chapter 3, the compositional/hybrid concept is a new category used in this study. This three-way categorisation is intended to help to evaluate the rhetoric of the senior executive push into transformational leadership requirements for their HODs, compared to the printed role description for this academic middle executive position. The categorisation added to a better understanding of the culture of the leadership framework for each school as it exposed the expectations of the senior executive for the leadership role of HODs.

5.3.2 Interview – Guided Questions with Quantitative Analysis

Interviews occurred at an agreeable time and place, usually out of school hours, and took around 45-60 minutes per HOD to conduct. A break-up of this time was five minutes for the demographic data collection, 10 minutes for the guided questions requiring a scored response, and 30 minutes for the open-ended questions. The interview schedule is recorded in Appendix 4.1A and 4.1B and 4.2A and 4.2B.

The first two guided questions sought to prioritise the major PD categories identified in the Dinham et al. (2000) pilot study. The first question used the three PD categories of curriculum support, people focus, and management. For the curriculum support section, there were four sub-sections of curriculum changes, resource provision, vision, outcomes assessment, and teaching and learning techniques. For the people-focussed section, the four sub-sections were leadership training, conflict resolution, staff team-building and staff appraisal. For the HOD management section, the four sub-sections were time allocation, diversity of demands, skills delegation and budget skills. For each section, a priority order of importance for PD provision was determined for both the HOD and PDC and a combined HOD/PDC score.

The process of data collection for Question 1 was that the researcher recorded the views of the HODs and PDCs. HODs and PDCs had a separate copy of these questions and would inform me of their scores using a simple rating on a Likert scale (1 = low to 5 = high) for each item. This method also allowed the interviewee to clarify any meaning of the question and/or category. For each sub-section a figure was calculated for:

- the HOD average (out of 5) for each sub-section
- the HOD priority order according to the averages
- the PDC average (out of 5) for each sub-section
- the PDC priority order according to the averages
- the combined HOD/PDC average for each sub-section
- the combined HOD/PDC priority order according to the averages.

Similarities and differences were noted between the two groups of respondents – HODs and PDCs. Diagram 12 outlines the first question and quantitative framework for answers.

DIAGRAM 12 – INTERVIEW – Guided question with a scored response

Question 1

The following items are derived from a previous study into the role of HOD. Indicate on the scale where you place each item for YOUR professional development needs as a HOD.

(i) A. Curriculum

	Low need	2	3	High need	5
A1 Curriculum changes					
A2 Provision of resources for the syllabus					
A3 Outcomes assessment					
A4 Teaching/Learning techniques					

B. People

	Low need	2	3	High need	5
B1 Leadership training					
B2 Conflict resolution (e.g. staff, parents)					
B3 Team building of Department members					
B4 Appraisal of staff					

C. HOD Management

	Low need	2	3	High need	5
C1 Allocation of your time to the various HOD tasks					
C2 Dealing with diverse demands					
C3 Ability to effectively delegate					
C4 Budget/Financial issues					

The second question had a focus on the degree of involvement that each category had on the provision of PD for the HOD and the recommended level. This PD provision attempted to elicit an account of the current situation and what the HOD recommended. Diagram 13 outlines the second question and scoring framework for answers.

DIAGRAM 13 – INTERVIEW – Guided Question with a scored response

Question 2

Indicate on the scale:

	a) the degree of involvement that each category <u>currently</u> has with <u>your</u> professional development <u>needs</u> as a HOD					b) the degree of influence in your view that each of the assigned groups <u>should</u> have with the delivery of professional development specifically for the role of a HOD				
	(a) <u>Degree of current involvement with HOD Professional Development</u>					(b) <u>Influence recommended for HOD Professional Development</u>				
	No Involvement				Large Involvement	No Influence				Large Influence
	1	2	3	4	5	1	2	3	4	5
• Senior Executive of your current school										
• Personal initiative										
• Association of Independent Schools										
• Professional organisations e.g. ACE, ACEA										
• Subject Associations										
• Private enterprise Conferences										
• Other – state:										

The same process of data collection for Question 2 was used as for Question 1. These questions sought to determine any differences between the degree of involvement that each category currently had with HOD professional development provision, and the opinions as to what degree of influence they should have with HOD professional development provision.

For each sub-section a figure was calculated for:

- the HOD average for each category in respect to the current role and recommended role
- the PDC average for each category in respect to the current role and recommended role
- the HOD priority order with current and recommended roles with PD provision
- the PDC priority order with current and recommended roles with PD provision
- the combined HOD/PDC average for each category in respect to the current role and recommended role
- the combined HOD/PDC priority order with current and recommended roles with PD provision.

As stated, these first two questions allowed a settling-in period to occur and helped build rapport between the interviewee and the researcher. Appendix 4 records all of the results of the first two questions.

5.3.3 Interview – Guided Questions for a Qualitative Analysis

The open-ended and guided questions were designed to encourage reflection and the development of responses. This was done by first framing the interview questions to contrast the present professional development experience with how HODs would prefer to prioritise their professional development requirements in light of their changing role. Second, as an interviewer with demonstrated expertise and experience, I was able to test the angle that the subject was developing with their answer. The interview schedule is recorded in Appendix 4.1C and 4.2C. Responses were audio-taped with the required prior permission of the HOD. These interviews were transcribed (see Appendix 5), and the transcripts were given back to each HOD for verification and any necessary clarification. Detailed notes were also taken during the interview process to encourage and demonstrate active listening and to help with recall and analysis of the tapes. This dual approach of taping and note-taking allowed for

double checking of implied meanings, interpreting the strength of feeling on an issue, and developing more empathy with each individual. The double method of information collection provided a more thorough analysis of the responses after each interview. The face-to-face element allowed me to gauge the depth of feeling, to read the body language (non-verbal clues) for inference, and to determine the priority given to an answer. The note-taking forced me to record all responses so that the focus remained on the answers. The tape recording allowed for a return to the various responses and as a double check on the accuracy of the quotations used.

Pertinent direct quotations were recorded on the interview schedule, and notes typed as soon as possible afterwards to assist in recall and understanding of what had been said. A list of quotations was recorded from subjects, which was used to illustrate concepts and attitudes in the Findings (Chapter 6). In line with Dinham et al. (2000) research, the process of the interview was found to be highly enjoyable by both parties and even cathartic in some cases, those interviewed stating that they had not thought deeply about their complex HOD role before, or that they benefited from the process of talking through an issue with a fellow experienced professional. One HOD commented, 'I am interested in your study into this area; movement in this area would give strategies to HODs; raise the status of a HOD; big flow-on effects, I think'. The interviewer must possess the 'theoretical sensitivity' (Strauss & Corbin 1990, p. 41) needed to converse with the interviewee and to fully understand the context: in this case, contemporary secondary education. As already stated, my past experience as a HOD in four schools and my current role as a Principal active in the Australian and ACT educational agendas helped establish such sensitivity and credibility. Glesne (1999) wrote about the rapport-building benefit to the interview process, and Kvale (1996) described the interview as a conversation. This rapport-building and conversation research approach supports a data-driven model which responds to and expands initial data sets.

There were five questions asked for this data collection method. They were:

- What were the last two professional development activities that the School undertook that was of direct benefit to the HOD role?
- What should the School's role be with the provision of professional development for the specific position of being a HOD?

- What format (e.g. timing of activity, style of presentation, location) do you recommend for the delivery of professional development for your role as a HOD?
- What are the major barriers to you in achieving a satisfactory professional development program for your role as HOD? (Only if 'time' pressure was given as the answer was the follow-up question asked: 'What would be your solutions to this barrier?')
- Are there any other issues you wish to raise about your professional development needs as a HOD?

The five questions were asked of the 24 HODs and the six PDCs and the data was amassed using a content analysis methodology. The content analysis method uses elements of grounded theory, as outlined by Strauss and Corbin (1990). It aims to make sense of the extensive data collected. The two essential sub-processes of unitising (or coding) and categorising taking place with this content analysis technique are both intended to uncover embedded information and make it explicit. Unitising (or coding) was operationally defined by Holsti (1969, p. 64) as 'raw data are systematically transformed and aggregated into units which permit precise description of relevant content characteristics'. Categorising was defined by Lincoln and Guba (1985, p. 2003) as 'a process whereby previously unitised (or coded) data are organised into categories that provide descriptive or inferential information about the content or setting from which the units were derived'.

In this research study, transcripts were reviewed for concepts, the concepts were consolidated, categories or themes were derived from the concepts and the frequency of concepts within categories and for the individual heads of departments were recorded on spreadsheets. For each category, a spreadsheet recorded the Heads of Department (HODs) on the vertical axis (HOD1-HOD24) and Professional Development Coordinators (PDC 25-30) and identified concepts as elements of this category on the horizontal axis. For example, for Category 1: Professional Development activities [CI], there are 11 concepts identified from the transcripts. The 11 sub-sections are: school based; Board of Studies; subject associations; other – private enterprise sources; mentor – internal; mentor – external; other school sources; Associations of Independent Schools or Catholic Education Office; personal initiative; and no PD activities in the last two years. Diagram 14 illustrates the template used to record the concepts raised by each of the respondents for the first of the five questions outlined on pages 88 and 89.

DIAGRAM 14 – Concepts for professional development activities

Question: What were the last two Professional Development activities that you undertook that were of direct benefit to your HOD role?

	School based	BSSS/ BoS	Subject Assoc.	Private Ent.	Mentor internal	Mentor external	Other School	Conferences	AIS/ CEO	Personal	No PD
HOD 1											
HOD 2											
HOD 3											
HOD 4											
HOD 5											
HOD 6											
HOD 7											
HOD 8											
HOD 9											
HOD 10											
HOD 11											
HOD 12											
HOD 13											
HOD 14											
HOD 15											
HOD 16											
HOD 17											
HOD 18											
HOD 19											
HOD 20											
HOD 21											
HOD 22											
HOD 23											
HOD 24											
<u>Subtotal</u>											
PDC 1											
PDC 2											
PDC 3											
PDC 4											
PDC 5											
PDC 6											
<u>Subtotal</u>											
TOTAL											

Results for Diagram 14 are produced in Table 8 in the Findings (Chapter 6). For the other four questions, a similar exercise took place to produce common categories from the content analysis of the transcripts and the findings are also recorded in Chapter 6. The full results for all five questions are recorded in Appendix section.

Qualitative interpretations are ‘constructed’ and the researcher changes from recording data to interpreting the data and attempting to ‘make sense of what he or she has learned’ (Denzin & Lincoln 2003, p. 37). Grounded theory follows from the data gathered rather than preceding it, as in positivist scientific traditions where a hypothesis is tested against a controlled sample. It is a necessary consequence of the qualitative or naturalistic paradigm that posits multiple realities and makes transferability dependent on local contextual factors. As the originators of the concept, Glaser and Strauss (1967, p. 3), stated that a grounded theory is one where:

...the categories must be readily (not forcibly) applicable to and indicated by the data under study; by ‘work’ we mean that they must be meaningfully relevant to and be able to explain the behaviour under study.

The data analysis methodology therefore attempted to make sense of detailed interviews, employing three different types of data from thirty different respondents.

5.3.4 Overview of Data Collection Methods

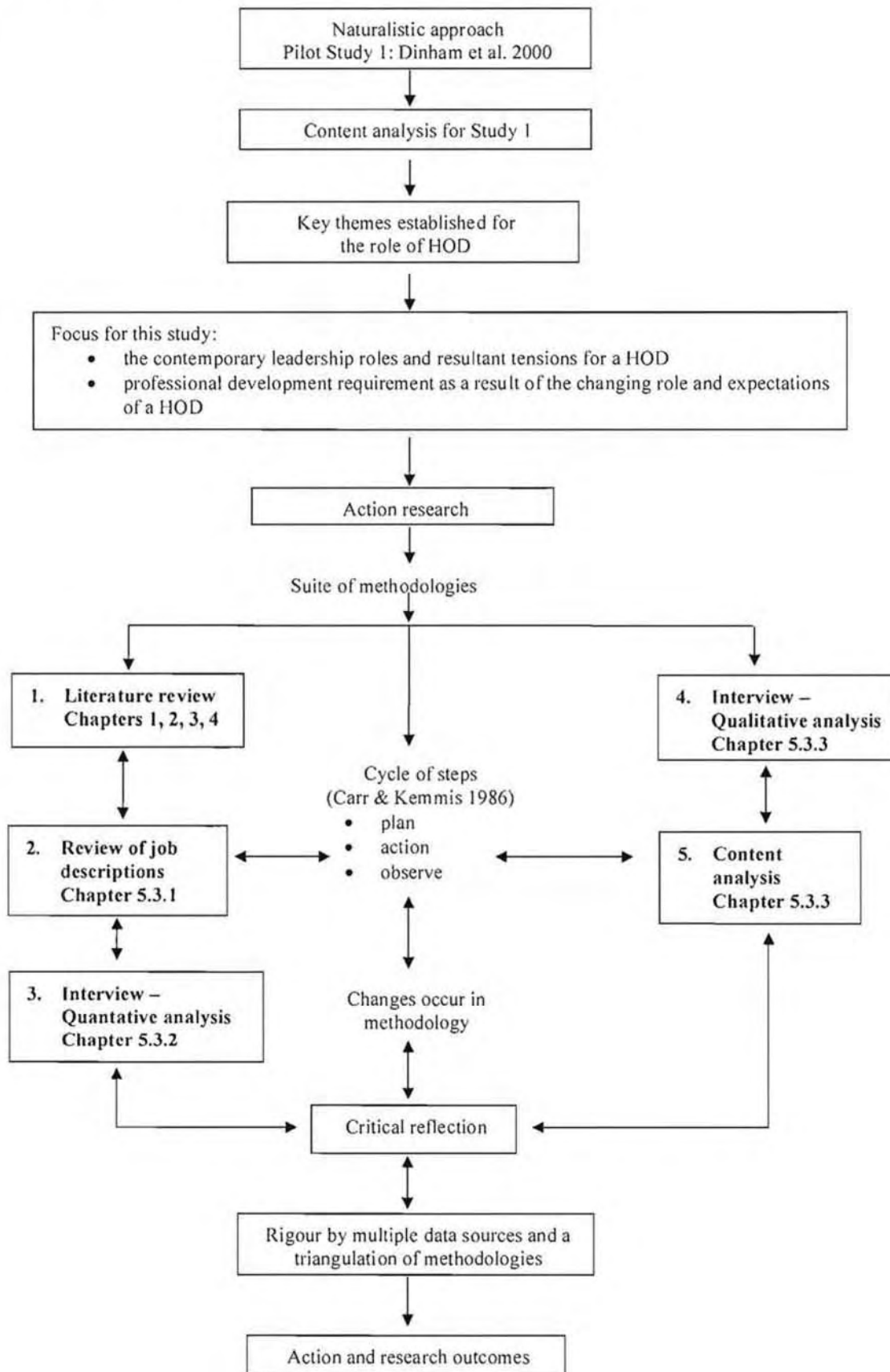
These three data collection methods were designed to take advantage of the action research methodology. Flexibility in the interview process was provided by starting the interview in a highly structured way so that the mechanics of the HOD role and future directions for HODs were articulated very quickly. The open-ended questions followed this structured element and promoted flexibility of approach and possible changes of emphasis to the first part of the interview process. This opportunity to reflect on earlier responses, especially if the expressed views clashed, proved to be a valuable asset of this methodology. The research method quickly identified the professional development directions for HODs. Kayrooz and Trevitt (2005, p. 298) stated ‘if the direction to be pursued is negotiated, decided, understood, actively pursued and perceived as desirable by those affected, then cooperation in a participatory action research framework is a powerful and equitable way to activate this’. A sense of joint ownership of the HOD issues was established between the researcher and research subjects, and this helped the flow of ideas and analysis. As stated earlier, these

interviews proved to be the first time many of the HODs had stopped and reflected on their complex middle executive role.

The questionnaire data obtained from face-to-face interviews provided a rich stream of information on the secondary Head of Department in six independent, non-government secondary schools. Multiple methods were used to gain the data and contributed further rigour to the process of action research. Each method allowed a way to organise responses into a framework for analysis and understanding. In this study, quantitative data was collected in addition to the qualitative collection techniques of interview, reflection and discussion. If, through the course of an interview, an answer conflicted with the HOD's answer in the quantitative survey element, he or she had an opportunity for a repeat of the action research cycle of plan, action, observe and reflect. This possible conflict would be alerted to the HOD or PDC by the researcher. It allowed for further reflection by the HOD and a revision, if necessary, of an earlier perspective.

Diagram 15 illustrates this action research methodology for this study. It shows how the various data collection methods were used in the action research approach used.

DIAGRAM 15 – Action research methodology used in this study



Because my participative action research on this project uses both qualitative and quantitative analysis, it provides a balanced research methodology. While the major thrust tends to be qualitative as it strongly focusses on discussions, reflections and analysis, quantitative results can feed into this process and hence be complementary to the process of plan, action, observe and reflect. Dick and Swepson (1997, p. 6) observe that some researchers claim one cannot use both qualitative and quantitative research in conjunction, due to these research methods' contradictory philosophical assumptions. Dick and Swepson (1997, p. 6) rejected this view as 'being highly impractical since quantitative results can add breadth to the interview process and can establish broad patterns which can be studied in greater depth via other methods'. By using this joint qualitative and quantitative methodology, the quantitative results added new perspectives to the cycle of plan, action, observe and reflect. The objective of participative action research is user-centred (Sohng 1995; McConnell 2002; McNiff 2002; Salmon 2002; Levy 2003), and the framework allows one to build theoretical constructs that are grounded in qualitative and quantitative data from practitioners (Glaser & Strauss 1968) and influenced by one's own experiences and reflections (Marshall & Rossman 1999). The process of participative action research is emergent since the researcher adapts as his or her understanding builds; it is interactive, since it works towards a better understanding of what happens; and finally, it is highly participative in nature (Dick 1999, 2000a).

5.4 ETHICAL MATTERS

There was a process developed to ensure all ethical issues with the research were addressed. The researcher spoke to each Principal in person to determine the interest of the school being involved in such a process. A letter was written to the Principal (Appendix 2.1) seeking formal approval and outlining that ethics approval had been formally obtained from the University of Canberra (Project No. 03/03). Assurances were provided that no schools or staff members would be identified with the results or subsequent analysis. Contact numbers for the University of Canberra Ethics Committee were provided if the interviewees felt concerned at any stage about the conduct of the project or their rights. Participation was entirely voluntary and interviewees had the right to withdraw from the project at any time.

All five staff – four HODs (English, Mathematics, Science, Information Technology) and one PDC – from each school had to be in agreement for the school to be included. The five staff received their own letter of offer to participate in the research (Appendix 2.2). A written

consent form and stamped addressed envelope were provided. One school declined to be part of the research project. Another school did not obtain agreement for all five staff to be included.

All results were tabulated using numerical coding rather than names. All results will be stored under lock and key for five years after the completion of the study and destroyed as part of the protocols of the Ethics Committee of the University of Canberra.

5.5 RELIABILITY AND LIMITATIONS OF THE STUDY

There are several factors limiting the usefulness of a study that utilises this design and data collection methods. To establish substantive reliability of the questionnaire data, Diagram 16 outlines the six factors that must be considered. For each factor I make comment about the relationship of each possible reliability factor to the actual research experience.

DIAGRAM 16 – Factors to establish reliability of the questionnaire data and comments from the research experience

Factor	Research Experience
<ul style="list-style-type: none"> The respondents must understand the questions. 	<p>The questions were very clear. My participation in the earlier Dinham et al. (2000) pilot study on HODs allowed themes and focus areas to be developed prior to the setting of these research questions.</p>
<ul style="list-style-type: none"> The respondents interpret the questions as intended. 	<p>As the interviews were face-to-face, the interviewees could ask me for clarification. The major issue was to remind HODs and PDCs that we had a focus on specific PD for the HOD role and not recommended general or school-specific PD.</p>
<ul style="list-style-type: none"> The respondents must be keen to be involved. 	<p>All were volunteers.</p>
<ul style="list-style-type: none"> The respondents must be honest. 	<p>It is very easy for questionnaire respondents to answer questions in the way they think the questions should be answered, rather than in a totally honest way. It is possible that some teachers give answers that they think would portray them in the best light. This may be a particular danger with a HOD talking to a Principal, as was the case with this research. In order to encourage HODs to be frank and honest, I tried to create an atmosphere of trust, confidentiality, and by design of the questionnaire, to start with the scoring section before moving on to the more open-ended interview process. I also had a double-check system as I was also speaking to the PDC in each school.</p>
<ul style="list-style-type: none"> The respondents understand their role. 	<p>All respondents clearly understood his or her role.</p>
<ul style="list-style-type: none"> The respondents must be recorded, interpreted and coded accurately (Jaeger 1988). 	<p>Interviews were taped and handwritten as well. Transcripts were recorded and coding done as accurately as possible.</p>

This research study contained a number of limitations which should be noted. They include:

- (a) the sample size was 24 HODs, six PDCs and six schools
- (b) only independent, non-government secondary schools were included for reasons outlined in Chapter 1.2
- (c) the geographical locations of the six schools were in the ACT or close by in the Southern Highlands of New South Wales
- (d) all six schools had enrolments over 400
- (e) Principals were not interviewed.

These limitations primarily refer to the size of the sample and schools, the location, and the nature of the schools. These limitations constrain the extent of generalisations that can be drawn from such a focussed study of six schools. However, the depth of insights generated by the intensive focus cannot be achieved in a broad-scale study.

Participative action methodology often requires adaptation to new techniques as a result of the cyclical nature of the research. This proves a strong justification for this style of methodology, given the focus of the thesis topic and my intimate and working relationship within the daily role of Heads of Department. Whilst more demanding, more time-consuming, and more challenging, the approach best suited the collaborative nature and the required trust element of the interviews. As the findings in Chapter 6 will indicate, HODs expressed considerable frustration about their role, yet the majority wanted to find solutions to the issues. Participative action research helped the flow of ideas and depth of analysis by being highly responsive and flexible to the tone and purpose of the interviews. Responsiveness to the research topic by the research subjects was apparent due to the joint desire of both the interviewer and interviewee to find appropriate PD for the changing role of the HOD.

The focus of the methodology was designed to explore the requirements, expectations, directions and effectiveness of PD for a HOD. The responsiveness of the research methodology, the freedom for HODs to tell their stories and the opportunity to focus on an improved and specialised PD program for the vital middle academic executive position of a HOD proved to be challenging yet rewarding. The next two chapters will present the results of the findings and discuss the implications.

CHAPTER 6 FINDINGS

Chapter 5 outlined the research methodology. This chapter records the research findings. Comments are made on the contemporary leadership roles and resultant tensions for a HOD in an independent, non-government secondary school and the PD requirements, expectations of and directions for a HOD.

As stated in the introduction, the two overarching questions for the thesis topic were:

1. What are the contemporary leadership roles and resultant tensions for a HOD in an independent, non-government secondary school? This question focussed on the role of a HOD, the leadership changes taking place and the challenge to find the right leadership mix of transactional and transformational roles.
2. What professional development (PD) is required to equip a HOD to perform the changes highlighted in the first question with the aim of improving student and school outcomes?

Six independent, non-government secondary schools in the ACT and Southern Highlands of NSW were targeted for the interview process. Each school had to provide four HODs and one PDC to be included in the study. Therefore, there were 30 respondents for the interview process. The first section of this chapter provides the general background to these respondents.

6.1 BACKGROUND TO RESPONDENTS

(a) Age, Gender and Teaching Experience (refer Appendix 6: Tables A and B)

Of the 24 HODs, 12 were male (50%) and 12 female (50%). Whilst this was not planned, an even gender representation was fortunate. The average age was 48 (the range of ages was 37-63). Of the six PDCs, four were male (66%) and two female (34%), and the average age of the interviewees was 44 (range 31-54). The average age figures highlight the phenomenon in education that teachers typically gain their first major promotion far later in their careers than

members of the general workforce or comparable occupations. The average length of total teaching experience for HODs was 24.2 years (range 11-37 years) with the average length of tenure at their current school being 10.5 years. For the PDCs, these figures were 19.6 years and 7.6 years respectively. The average length of time in the position of Head of Department was 6.7 years (5 years on average in their current school). The average length of time in the position of Professional Development Coordinators was 2.3 years, which is significantly shorter than for HODs. This discrepancy could reflect either the relatively new position of a separate PDC in secondary schools or the higher turnover rate of PDCs. Interestingly, PDCs were, on average, younger than HODs, although the limited sample size prevents any generalisations being drawn on this issue.

(b) Highest Level of Qualification (refer Appendix 6: Table C)

For the HODs, the most common Degree combination was a Bachelor (15 of the 24) with Diploma (12). HODs with Bachelor or Bachelor with Honours equalled 17 and only 7 of the 24 had a Masters Degree. Not one HOD was engaged in further study, which was notable to the researcher in the context of each school's professed desire to become a learning organisation. The same pattern was evident with the PDCs, with five of the six having a Bachelors Degree as their highest degree. Only one had a Masters, and, again, none of the six was currently engaged in further study. This lack of further study for any HOD or PDC interviewed was disturbing.

As outlined in Chapter 5, there were three major data collections used for this research. They were the collection of the printed HOD role descriptions and subsequent analysis, an interview with guided questions that required a quantitative analysis, and an interview with guided questions that required a qualitative analysis. The findings from each of these three data collections will follow.

6.2 THE FINDINGS FROM THE ANALYSIS OF ROLE DESCRIPTIONS FOR HODS

The first part of the methodology was to review the published role descriptions for the HOD in each of the six schools and was designed to gain a quick perception of the leadership context each HOD was operating under for his or her school. The role descriptions are

reproduced in Appendix 3. There was one school without such a published outline for the role of a HOD. For the other five, the role description is categorised into transactional leadership tasks, transformational leadership tasks, or compositional leadership tasks (hybrid of the two, transactional and transformational). Diagrams 2 (Chapter 3.2) and 3 (Chapter 3.3) are repeated here to outline the characteristics of transactional and transformational leadership.

DIAGRAM 2 – Summary of Transactional Leadership features

Transactional leadership of a HOD has an emphasis on:
<ul style="list-style-type: none"> • Managing the Department • Designing Department programs • Promoting a traditional leadership model • Implementing Departmental plans • Getting things done • Working effectively with people • Establishing a clear hierarchical system • Smoothing the way for others to do their role • Centralising decisions and creating accountability • Forging clear-cut processes • Developing leader-follower relationships with staff

DIAGRAM 3 – Summary of Transformational Leadership features

Transformational Leadership of a HOD has an emphasis on:
<ul style="list-style-type: none"> • Being visionary and inspirational • Creating teams where all participate • Forging strong collegiality within a staff team • Sharing direction for Department members • Fostering democratic and empowering forces • Allowing influence by all for all • Establishing a model for change • Encouraging risk taking within a staff team • Providing the leader as a hub of a network • Joining the purposes of leaders and followers together • Nurturing people's need for meaning

Using these frameworks from Diagrams 2 and 3 above, the following Table 2 illustrates the process of classification for a particular role description for the two Schools – School 1 and School 2. Each task from the role description is categorised into a transactional (A), transformational (B) or compositional (C) – a hybrid of these two leadership roles. The full role descriptions for all six schools are contained in Appendix 3.

TABLE 2 – Analysis of the role description of a HOD in School 1 into leadership categories

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Compositional/Hybrid of A and B
DUTIES OF HEADS OF DEPARTMENTS	
1. Timetable: Advise the Director of Studies on a) grouping of subjects b) use of classrooms c) use of Resource Centre d) allocation of teaching staff.	A
2. Staff: In discussion with the individual teachers and the Director of Research and Staff Development work for the professional development of the teachers in the department.	B
3. Set Lists: When subject choices have been made, compile set lists and pass to Director of Studies before the end of Term 4 for the following year. During the year, approve all changes of sets.	A
4. Syllabus: In Term 4, issue syllabus for each Year for the following year, showing the order, where necessary, in which the sections of the work are to be taken and the date by which each section of the work is to be completed. Give copy to Director of Studies.	A
5. Teaching Supervision: a) Work programs of members of a department should reach the Head of Department by the beginning of each term and contain a detailed account of the term's work. b) Assist new members of staff with teaching methods. c) Hold meetings of members of department to discuss co-ordination of work, methods of presentation, progress of boys and girls and their work.	C
6. Examinations: a) Name and inform teachers who are to set papers. b) Arrange for supply of special material (e.g. graph paper) c) Inspect papers set prior to printing. d) Arrange for marking and return of papers. e) Check results. f) Keep copies of papers set in departmental file. g) Be responsible for the quality of the exam.	A
7. Finance a) Annually, by the date fixed by the Bursar, submit to him itemised estimates of expenditure from revenue in following year, including text books and library books. b) On being informed of the departmental grant for the financial year, enter the amount into the departmental record book. From then on, record in the book all expenditure from this grant. c) Personally approve and sign all internal order forms and forward to the Bursar.	A

CATEGORY	<p>Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Compositional/Hybrid of A and B</p>
DUTIES OF HEADS OF DEPARTMENTS (cont)	
8. Textbooks: On approval of the department budget for textbooks, orders should be placed through the staff member in charge of text book hire. The Head of Department is responsible for an Annual stocktake of Department Library and Text Book Hire books. (see note on TBH)	A
9. Curriculum: Consult the Director of Studies about subject/line offerings where necessary.	A
10. Excursions: a) Apply to Deputy Headmaster for dates and times. b) Arrange transport and food supply (packed lunches for boarders). c) Discuss with the Bursar the funding of the excursion. d) A week before the excursion, post in Common Room a list of teachers and boys taking part with time of departure and return (telephone numbers to be included) and notify parents and boarding housemasters in writing of these details. e) Give instructions to boys. (These include order of dress.) f) If excursion involves School time, inform Deputy Headmaster and Director of Research and Staff Development of teachers to be relieved. (See notes on School Excursions – Procedures)	A
11. Resource Centre and Curriculum and Professional Development Centre: Advise Head of Resource Centre and Director of Research and Staff Development about books needed for these Centres and staff reference library. Purchases must be within the prescribed departmental budget.	A
12. Related Cocurricular Activities: Advise the Deputy Headmaster and Director of Cocurricular Program about arrangements concerning societies and other cocurricular activities connected with the Department.	A
13. New Members of Staff: Ensure that all new staff members in the Department are fully conversant with the following: a) Timetables b) Teaching places – classrooms, labs, etc, and provision of keys. c) Students in the sets they will be teaching. d) Arrangements for demotions and promotions. e) Assessment arrangements, staff meetings and parent/teacher evenings. f) Reporting and records. g) Textbooks, and the care of. h) Term's program. i) Setting of Prep. j) Teaching Aids – Audio Visual Section. k) Department Budget. l) Specialist books for the Library.	A
14. Report to Headmaster and Director of Studies: A report on the progress of the Department is required to be submitted to the Headmaster with a copy to the Director of Studies and Deputy Headmaster at the end of Terms 2 and 4 or otherwise as agreed with Headmaster. While the report is expected to be as broad-ranging and as individual as its author, it should address the matters from the School's Strategic Directions document. Guidance as to its structure can be obtained from the Director of Staff Professional Development.	A

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Compositional/Hybrid of A and B
DUTIES OF HEADS OF DEPARTMENTS (cont)	
15. Reports and Assessments: Ensure that departmental staff meet deadlines for entering marks and writing reports. And check that distribution of grades A-E is appropriate for Assessments. Any variation from the prescribed distribution must be approved by the Director of Studies.	A
16. Departing Staff Members: Ensure that they meet all School commitments relating to Departments before they leave.	A
17. HOD Checklist <u>Before Day 1 Term 1 – Start of Year</u> 1. Update set lists from information provided by Computer Systems Supervisor (CSS). 2. Issue set lists to all staff. 3. Post set lists on Department noticeboards. 4. Meet to clarify the “direction” of the Department. 5. Liaise with new staff (No. 13 above). 6. Check text availability, room situation, furniture situation. 7. Check if a departmental meeting can be held within timetable and inform Director of Studies and Deputy of Headmaster of its time. 8. Determine who sets the exams. 9. Determine any changeover dates for appropriate sets. <u>Term 1 – Day 4</u> 1. Update sets lists from information provided by CSS and Director of Studies. 2. Provide set lists to CSS with changes made on original printout. <u>Term 3</u> 1. Start of Term 3. Examinations for Year 11 should be set and be given to HOD. 2. Examinations for Years 7, 8, 9 and 10 should be set, be given to HOD who leaves them for typing over the holidays. 3. Discussions will take place about staffing, curriculum and timetable for the following year. <u>Term 4</u> 1. Prepare TBH Budget 2. Courses of Study for the following year should be approved by the end of Week 14.	A

It is evident that for School 1 a HOD has a predominantly transactional leadership role. School 1 requires a HOD to have a focus on managing his or her subject discipline and to have clear accountability lines for the various administrative tasks required to conduct this middle ranking role. Role expectations for School 1 have not kept pace with the changes being demanded, as evident with the interview responses outlined in this chapter or from the literature search in Chapter 2. Table 3 illustrates the same process of classification for School 2 and there is a very different overall pattern.

TABLE 3 – Analysis of the role description of a HOD in School 2 into leadership categories

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Compositional/Hybrid of A and B
SUBJECT COORDINATORS (HODs)	
<p>_____ is a Catholic College in which Coordinators are responsible for translating _____'s Vision Statement and the aims and objectives of the College into practice through constructive leadership. As members of the middle management team, Coordinators play a vital role in creating a Spirited Learning Community.</p>	B
<p>Coordinators are responsible to the relevant Assistant Principal and thus to the Principal for the leadership of an area of responsibility in accordance with College policies. Coordinators should be committed to a holistic approach to students' education, focussing on the development of the whole person – religious, intellectual, aesthetic, social, emotional and physical development – enabling students to reach their full potential.</p>	B
<p>Using a problem-solving approach, Coordinators strive to develop structures, procedures, relationships and methods that are grounded in gospel values and enhance and empower staff and students. Coordinators also strive for the development of the school's Catholic culture.</p>	C
<p>RELIGIOUS LEADERSHIP AND PROMOTION OF A FAITH COMMUNITY</p>	
<p>In providing leadership in this area, the Coordinator shall:</p> <ul style="list-style-type: none"> • demonstrate an understanding of and commitment to the Church's mission in education; • contribute to the development of strong Gospel values in this Catholic College; • contribute to the partnership between pupils, staff, parents and Chaplain; • support the liturgical life of the College; • ensure that Catholic values are integrated into the curriculum; • ensure that policies and practices within the department reflect the values of the College Vision statement; • recognise and support the College's special mission to the socially, behaviourally, intellectually, economically or spiritually poor student. 	B B C B B B B
<p>PROVIDE LEADERSHIP IN TEACHING AND LEARNING</p>	
<p>In providing leadership in this area, the Coordinator shall:</p> <ul style="list-style-type: none"> • model excellent classroom teaching and learning practice; • foster enthusiasm and the development of a positive learning environment in their department; • ensure the quality of education in their subject areas by setting and expecting professional standards of teaching that reflect enthusiasm, effective preparation, a high correlation between approved course outlines, classroom content and student-centred learning; • assist staff in implementing appropriate behaviour management strategies in keeping with the College Code of Conduct; • supervise the delivery of Vocational courses where appropriate. 	A C C A A

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Compositional/Hybrid of A and B
SUBJECT COORDINATORS (HODs) (cont)	
PROFESSIONAL DEVELOPMENT In providing leadership in this area, the Coordinator shall: <ul style="list-style-type: none"> • ensure personal professional development in current educational issues and in their own curriculum area; • maintain membership of appropriate professional organisations; • contribute at whole-of-school level to the College's professional development activities; • establish needs and implement professional development within their faculty; • organise the induction of both beginning teachers and newly appointed teachers and provide ongoing support; • assist teachers in developing an individual professional development plan. 	 C A C A A A

In School 2 there is a very different pattern to School 1. For School 2 there is a much stronger focus on all forms of leadership rather than a management priority. School 2 requires both transactional, transformational and compositional leadership (a hybrid mix of the two leadership categories) for the greater level of complexity of the HOD role than School 1. School 2 has a much stronger pastoral element for the HOD role and hence this moves into the leadership-of-people requirement.

This process was done for all five schools that had a HOD role description document. There tended to be a greater common link or similarity to School 1 than School 2. Table 4 provides the HOD role description summaries for the five schools. Each part of the role description is categorised into the three leadership roles of transactional, transformational and compositional (a hybrid of transactional and transformational) as per the previous examples used for School 1 and 2.

TABLE 4 – Analysis of published HOD role descriptions*

	A. Transactional Leadership Role	B. Transformational Leadership Role	C. Compositional Leadership Role - Hybrid of Transactional and Transformational Leadership Roles	
	Number of items	Number of items	Number of items	Totals
School 1	15	1	1	
School 2	36	10	7	
School 3	15	1	2	
School 4	28	1	5	
School 5	22	1	1	
School 6	n/a	n/a	n/a	
Totals	116	14	16	146
Percentage of Total	80%	9.5%	11.5%	100%

*Refer Appendix 3.

These figures highlight that transactional leadership is by far the most dominating HOD role description expectation, with 80% of all tasks allocated to this type of role. In all five schools that provided HOD role descriptions, a transactional expectation is the dominant element of the role. School 2 had by far the highest number of HOD transformational expectations, and it centred on the religious ethos of the school as being central to all departmental policies and practices. Examples of some of the role expectations were religious leadership, promotion of a faith community, demonstration of commitment to the Church's mission, and development of the School's church culture.

The results demonstrate that any demands from the senior executive for any school reform to be jointly led or influenced by HODs has not been matched with updated role descriptions or review of the middle ranking HOD role. HOD role expectations have not kept pace with the changes taking place in schools on the leadership front and the expectations of the incumbents. As Chapter 3 outlined, the trend is for school leadership to be more distributed. The benefits of such a distributed leadership approach (Gronn 2003; Robinson 2004;

Mulford, B 2005) are not being fully explored if this sample of role descriptions is representative of other Australian secondary schools.

The work of the UK Teacher Training Agency in the late 1990s to provide new national standards for subject leaders, as outlined in Chapter 3.5, is not yet being repeated in Australia. HODs, as will be evident in the interview section, are aware of the changing leadership dimensions of the role, yet the role descriptions from the study illustrate why there remains confusion amongst the HODs themselves about the direction and necessary support for the role. Communication about the necessary leadership changes has not been transferred as yet into any role description changes. It would seem that the independent, non-government secondary schools studied have not done the conceptual work to enable this to happen.

The interview process of this thesis used the recommended PD provision from a HOD perspective as the overarching framework to gather information. Some HODs felt that the senior executive had lost touch with the demands of being a HOD, or the changes taking place for the role. One stated, 'as the HODs role has changed so much over the years, most people in the senior executive have not done the job I am doing now, even if they have been HODs'. This quotation implies that the role of HODs has significantly changed, and senior executive members would have performed the HOD role in a different era with a different agenda and a different leadership focus. In this context, the HOD may also not fully appreciate the major leadership changes that have taken place at the senior executive level. Both these aspects of changing HOD and senior executive leadership roles highlight the need for more targeted leadership discussion, focus and PD provision within schools for their leadership teams. It also highlights the need for improved communication between HODs and senior executives on their respective roles.

Some HODs were concerned by the dominance of meeting times with administration, with one stating: 'a lot of HODs spend most time on transactional matters rather than transformational matters – administration takes up their department meetings'. This quotation highlights the dilemma of determining the mix between the transactional requirements (the 'bread and butter' of running a department), and the higher-order leadership tasks associated with transformational leadership that often relate to influencing one's staff. One HOD commented 'HODs meetings – always on curriculum rather than people'. Too often the sheer

volume of the ‘bread and butter’ issues with changing internal and external requirements and accountability measures simply swamp the HOD role.

The disappointing role descriptions from this study were out of date with the changes taking place in secondary schools. As will be illustrated in the interview results, the HODs were clear that they needed targetted PD programs, as demonstrated by the comment that ‘we are trained as teachers, not as HODs’. Schools are being challenged to introduce leadership training for all teachers and at all stages of their careers. An example is the Professional Pathway Program of ACT Department of Education. One HOD stated that ‘there needs to be a coordinated program’ and ‘a bit more training as a HOD – useful as I would have seen things coming a bit faster – more strategies to cope’. Another HOD made the observation that for his school there has ‘never been a conversation on the HOD role’. Such views should force schools to evaluate how they promote and nurture their middle ranking leaders.

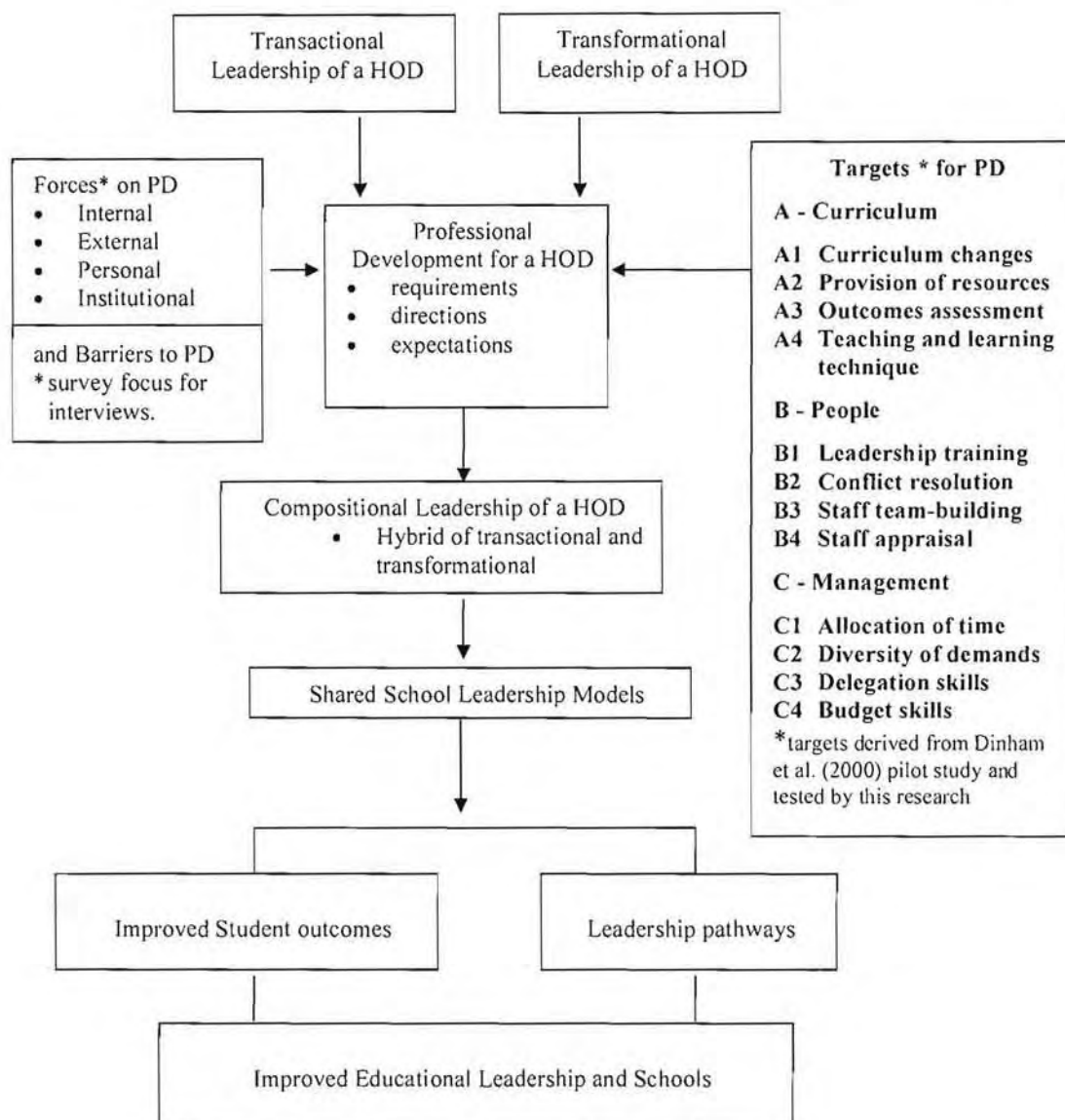
This background to the department leadership expectations, as evident by the role descriptions for HODs, provided a good starting point for the second and major part of the research process, which was the detailed interview process of 24 HODs and six PDCs in six independent, non-government secondary schools. The interview element of the methodology provided the detailed research findings for the thesis.

6.3 THE FINDINGS FROM THE INTERVIEW – GUIDED QUESTIONS FOR QUANTITATIVE ANALYSIS

6.3.1 Key targets for PD for HODS

The first two guided questions in this section have a focus on the key targets for PD for HODs and the current provision of PD for HODs. Diagram 17 illustrates the context for this section in the overarching thesis concept.

DIAGRAM 17 – Targets for PD as determined by Dinham et al. (2000) pilot study



The first part of the interview process sought to check on the Dinham et al. (2000) pilot study results as to the key recommended target areas for HOD professional development. In the Dinham et al. (2000) research, and as illustrated above, the three areas HODs associated with high priority professional development needs were curriculum, people and management. Within each of the three broad target areas, four sub-sections were identified.

A. Curriculum

The four sub-sections are curriculum changes, resources, outcomes assessment, and teaching and learning techniques.

This PD target requires the HOD to be up-to-date with curriculum-related matters. It could include school or state or national led curriculum changes. There is a current (2006) debate on whether we should have a national curriculum rather than promoting the existing system that allows the six Australian States and two Territories to develop their own curriculum models and expectations. Some States, such as NSW, have a centralised curriculum at Years 11 and 12, whilst others, such as the ACT, allow individual school-developed curriculums. There is a current trend (2006-07) for the Australian Government to seek a greater national approach to curriculum. As demonstrated in Chapter 2, a HOD must be confident with curriculum-related matters.

A second area under this heading is the provision of current resources for the subject disciplines that come under the leadership of the HOD. The access to and checking of technological resource sites has been a major change for all HODs. A third area is in the field of outcomes-based assessment. Like the national versus state curriculum debate, the outcomes approach to curriculum development and assessment has led to sharp criticisms from some quarters. Rather than having an emphasis on teaching and assessing a defined body of knowledge, outcomes assessment attempts to measure what a student should know and does know. Outcomes-based education attempts to define the learning of children as a staged set of descriptors that increase in depth and complexity as children move through school. An underlying principle is that children are not failures, they have simply not yet achieved a particular outcome.

Finally, the whole area of teaching and learning has been dominated by change. Examples would include the multiple intelligences work of Howard Gardner in the early 1990s, and the impact that this work had in many Australian schools, and the movement to establish Middle Schools in many parts of Australia (Barratt 1998, Report of the National Middle School Project). A HOD is expected to be up-to-date on current pedagogy and be a model teacher.

B. People

The four sub-sections are leadership training, conflict resolution, staff team-building and staff appraisal.

This PD target requires the HOD to be up-to-date with people-related matters for the effective leadership of his or her Department. The humorous yet effective title of the book 'Managing people is like herding cats' by W Bennis (1997) would sound very familiar to HODs.

The first sub-section is targetted leadership training. An example of such a resource is the APAPDC L5 Frame Leaders Lead resource (2006) that has five strands of leadership. They are leadership starts from within, leadership is about influencing others, leadership develops a rich learning environment, leadership builds professionalism and management capability, and leadership inspires leadership actions and aspirations in others. Some interviewees in School 2 from this research study discussed the role of the ACT Catholic Education office running 10 leadership workshops for middle ranking staff.

The second sub-section is the development of the necessary skills to effectively resolve conflict within or outside the Department. HODs were all quick to mention the difficulties of dealing with certain people, or as one stated, 'the minute you get one staff member who does not get on in a staffroom, you have problems'. Another HOD commented:

we do not have enough conflict resolution and possibly higher skills not directly related to curriculum that is so important in that role and you do not find out about them until you are in the role.

A third sub-section is the PD needed to help the HOD to build his or her staff team. Team building skills can be complex and fraught with personal agenda hurdles or difficulties. There can be difficulties between generations of teachers. One HOD commented 'specifically, management skills are things which one needs to sharpen because people change and their expectations change – generation X, Y – school has done nothing to prepare HODs for all of that'. Yet another HOD pointed out the benefit of teamwork by stating:

we have to as HOD, as a team builder, be on track with the rest of the school – a direct line to senior executive...so we know that we are all heading in the same direction – we have all the same goals in mind – so to speak.

Teamwork requires a good understanding of people management and leadership. One HOD observed:

it does not matter how much PD you get if you do not have a certain empathy for the people you are working with – if you do not understand where they are coming from – if you do not take time to talk to them – you are not going to understand their situation and help them.

Another HOD stressed the pastoral role of a HOD by stating:

I think there is a certain amount of caring – pastoral care – that is really important that has to come from the HOD to the staff – there is empowerment as well – they feel as though they are part of the team, not just being told what to do.

Others realised the need for PD on people-related leadership. One HOD commented ‘managing the people “thing” is something I would like to do more of – with staff – your team’.

Finally, the fourth sub-section is the area of staff appraisal. Leaders need PD for this potentially difficult area. The broad theory suggests staff appraisal should generate light not heat, yet the reality can often be different. As outlined in Chapter 2.3, Adey (2000) in his UK study of HODs, found acknowledgement of the need for HOD leadership of the appraisal processes for department members but a reluctance and lack of training for the role.

C. HOD Management

The four sub-sections are effective allocation of time, diversity of demands, delegation of skills, and budget skills.

This PD target requires a focus on the actual role of a HOD and has a strong transactional flavour to it. HODs do need to be good managers, as illustrated by the section on the current role descriptions. The role descriptions were strongly transactional in flavour and expectation. The first sub-section for this PD provision is in the area of allocation of time. As will be evident in the later findings and the earlier Dinham et al. (2000) pilot study, time constraints and the adequate time allowances for HODs to pursue relevant PD are the major barriers to PD provision for a HOD.

The second sub-section is dealing with the diversity of demands. As evident from Chapter 2, the HOD leads a complex role with so many interlinked sub-roles. A HOD has to be good at juggling and prioritising a number of demands at the one time. The third sub-section deals with the ability of a HOD to delegate effectively duties or tasks to others. Finally, the last sub-section is the capacity of a HOD to deal adequately with the financial and budgetary matters. Often it can be the case of following the set process. As one HOD commented, 'I just followed the former HOD budget and process. I would like to know more about the process'.

As illustrated above, the three HOD priority areas of curriculum, people and management for PD provision each had four sub-sections, making a total of twelve sub-sections. These twelve sub-sections were separately re-categorised into the broad leadership categories of transactional or transformational as defined in Diagrams 2 and 3 in Chapter 3. Transactional leadership tends to lean towards the management element of the HOD role. As stated earlier in this Chapter, such transactional tasks are the 'bread and butter' issues of running a Department. Transformational leadership concentrates on visions and change and focusses on people leadership and hence the link to human resource operations. This broad re-categorisation of the twelve sub-sections is as follows:

Transactional leadership	A2	-	provision of resources
	A3	-	outcomes assessment
	C1	-	allocation of time
	C2	-	diversity of demand
	C3	-	delegation skills
	C4	-	budget skills
Transformational leadership	A1	-	curriculum changes
	A4	-	teaching and learning techniques
	B1	-	leadership training
	B2	-	conflict resolution
	B3	-	staff team building
	B4	-	staff appraisal

There is an argument that conflict resolution (B2) and staff appraisal (B4) are management skills (transactional leadership) and not transformational in nature. However, both require

higher order skills, an excellent understanding of people leadership and can be approached via a transformational strategy. Staff appraisal can be transformational in approach if it is linked to professional development planning. The HOD would be required to coach and mentor departmental staff to determine personal and professional goals. Conflict resolution can be resolved through reference to the school vision and strategic priorities. Therefore, for this study, the approach taken is to define both conflict resolution and staff appraisal as an aspect of transformational leadership.

Such an approach places these tasks within the contemporary discourse on transformational leadership, instead of the traditional definition of them as transactional tasks. This shift in leadership expectation leads to the redefinition of these tasks. The strategies adopted for these processes will also reflect assumptions which are either transactional or transformational in nature. For example, transactional assumptions tend to frame workers as resources to be directed and managed. Transformational theory is more likely to view staff in more visionary terms as people in development, which in turn foster organisational development. This framework of six sub-sections for transactional and transformational leadership traits will allow an analysis of the findings in relation to any leadership changes for the role of HOD.

This research study sought to further explore and prioritise each of these twelve targets (Diagram 17 - A1-4, B1-4, C1-4) from the findings of the Dinham et al. (2000) pilot research. The aim was to check the veracity of the views of the first group of HODs researched. Each HOD in the new and specialised research project had an opportunity to rank the importance of each target sub-section (curriculum, people, management) on a scale 1 (low) to 5 (high). Averages were determined and rank order was formulated. The HODs and PDCs were recorded separately and a combined figure calculated.

Table 5 summarises these quantitative findings, and for each of the twelve sub-sections (A1-4, B1-4, C1-4) there is a HOD, PDC and Combined HOD and PDC average for the importance that these three categories placed on each item. The PDC is commenting on their perceptions of the PD for the HOD and not on his or her PDC role. The average score is out of five, with one being a low need and five a high need for PD for being a HOD. Each average is placed into a priority order out of twelve for each of the HODs, PDCs and a combined HOD/PDC figure.

TABLE 5 – Summary of PD Target Results*

For each category A1-4, B1-4, C1-4 the interviewees recorded on a scale of 1 (low) to 5 (high) the importance of this item for PD as a HOD

		<i>HODs Average</i>	<i>HODs Priority Order</i>	<i>PDCs Average</i>	<i>PDC Priority Order</i>	<i>Combined HOD and PDC Average</i>	<i>Combined HOD and PDC Priority order</i>
A	Curriculum						
	A1 Curriculum Changes	3.54	7	3.66	= 8	3.56	7
	A2 Provision of Resources	3.21	8	3.66	= 8	3.30	8
	A3 Outcomes Assessment	3.62	6	4.50	= 2	3.80	= 5
	A4 Teaching and Learning Techniques	3.87	3	4.50	= 2	4.00	3
B	People						
	B1 Leadership Training	3.95	1	4.66	1	4.10	1
	B2 Conflict Resolution	3.83	4	4.33	5	3.93	4
	B3 Staff team Building	3.92	2	4.50	= 2	4.03	2
	B4 Staff Appraisal	3.71	5	4.16	6	3.80	= 5
C	HOD Management						
	C1 Allocation of time	3.00	10	3.33	10	3.06	11
	C2 Diversity of demands	2.92	11	3.83	7	3.10	10
	C3 Delegation skills	3.16	9	3.16	11	3.16	9
	C4 Budget skills	2.71	12	2.66	12	2.70	12

*Refer Appendix 7 Tables E, F, G for full results.

Note that there is a consistent pattern across the three categories. The transformational leadership aspects (A4, B1, B2, B3, B4) dominate the HOD priorities for the need for PD. The strongly transactional leadership aspects (C1, C2, C3, C4) are the lowest priorities for the need for any PD and the HODs are saying management tasks of their leadership role are on track. It is the transformational leadership tasks that are the need for HODs' PD targetting, and these are predominantly human resource matters such as leadership training, staff team building, conflict resolution and staff appraisal. Table 6 highlights differences between the

HOD and PDC groups with their respective priority orders for the main target areas for professional development of HODs.

TABLE 6 – An analysis of the PD target priorities and any distinct differences between the HOD and PDC groups*

		<i>HOD Priority Order</i>	<i>PDC Priority Order</i>	<i>Combined HOD and PDC Priority Order</i>
Leadership training of HOD	(B1)	1	1	1
Staff Team Building	(B3)	2	= 2	2
Conflict resolution	(B2)	4	5	4
Teaching and Learning	(A4)	3	= 2	3
Staff Appraisal	(B4)	5	6	5
Outcomes Assessment	(A3)	6	= 2	= 5
Diversity of demands	(C2)	11	7	10

*Refer Appendix 7 Tables E, F, G for full results.

These results highlight three points. First, professional development with people-related issues is clearly the highest priority. The two highest priority areas for both HODs and PDCs were leadership training for HODs and team building skills of department members. Both of these are transformational leadership targets.

Second, the results endorse the view that professional development for HODs must include teaching and learning techniques (curriculum), conflict resolution (people) and staff appraisal (people). Again, these categories are transformational leadership targets. Professional development in the area of management skills was the lowest area of need for both the HOD and PDC groups. This management category is a transactional leadership target and is the day-to-day management aspect of the HOD role. Chapter 6.2 on the analysis of the role descriptions highlighted the traditional and transactional nature of the HOD role with strong management overtones. This management area dominates the PD that a HOD receives and

this is most likely because HODs receive the same PD focus as other staff and have not received specialised PD for the particular role of being a HOD.

Third, the results show that the only two major differences between the two groups of HODs and PDCs were in the management and outcomes assessment categories. PDCs placed professional development training for HODs to deal with the diversity of demands of the position far higher in their priority (priority 7 within the 12 options compared to HODs who had it at priority 11). HODs felt comfortable relative to the other PD issues in dealing with the diversity of demands on their busy role, yet the PDCs saw the HOD role changing and HODs keeping to a narrow view of the role. The fact that PDCs rated outcomes assessment at priority 2 compared to HODs at 6, indicates that they are more outwardly focussed towards external agendas (State/National) than HODs who are more internally focussed on day-to-day school operations.

The clear implication of these findings is the need for professional development in the difficult people-orientated leadership areas, and these quantitative results highlight the changing nature of the HOD position. From a role that was dominated by a safe management focus (transactional leadership approach), the position has evolved to a stage requiring a transformational leadership approach. The HODs are acknowledging this trend by stating that leadership training is the number one priority. The other three variables in the 'people' section were also dominant in the findings. The need for transactional leadership professional development (C1 to C4) all scored lowly. The demand for human resource leadership PD highlights the growing complexities of the HOD role and the limitations of past simple leadership typologies for the role. It also highlights the inadequacies of the old-fashioned role descriptions as outlined in Chapter 6.2, and the need for an urgent update of the formal expectations of the complex role of being a HOD.

6.3.2 Current and recommended provision of PD to HODs

The Dinham et al. (2000) pilot study identified six sources that had an involvement with the provision of professional development to HODs: the senior executive of the school; personal initiative; systemic groups such as the Catholic Education Office and Association of Independent Schools; professional associations such as the Australian College of Educators and Australian Council of Education Leaders; and subject associations and entrepreneurial sources such as the Australian Institute of Management. This research sought to identify the

impact that each of these six sources has on the provision of professional development to HODs.

In this study, HODs and PDCs recorded the degree of involvement (1 [low] to 5 [high]) each of the above six sub-groups had with PD provision to HODs. The HODs and PDCs ratings were recorded separately and a combined rating calculated. A comparison was then made of the degree that HODs and PDCs felt that each of these sources should have on the provision of professional development. This comparison sought to determine if HODs' and PDCs' opinions differ about who should be the prime provider of PD for the role of a HOD.

Table 7 summarises the quantitative findings for the current provision of PD to HODs and the recommended rankings for each sector.

TABLE 7 – Provision of Professional Development to HODs*

For each of the six categories, HODs and PDCs ranked (1 = low to 5 = high) the degree of influence that each one currently had on PD provision. HODs and PDCs then ranked each category according to their recommended score.

Degree of Influence by	HODs Average	HODs Priority Order		PDC Average	PDC Priority Order		Combined HOD/PDC Average	Combined HOD/PDC Priority Order	
		Current	Recommended		Current	Recommended		Current	Recommended
Senior Executive									
Current	2.8	2		2.5	4		2.73	2	
Recommended	4.0		2	4.0		4	3.96		2
Personal Initiative									
Current	3.9	1		2.7	3		3.63	1	
Recommended	4.5		1	4.7		1	4.53		1
AIS/CEO									
Current	2.5	4		2.8	1 =		2.53	4	
Recommended	3.2		4	4.2		3	3.46		4
Professional Associations e.g. ACE									
Current	1.5	6		1.5	6		1.50	6	
Recommended	2.6		5	3.8		5	2.86		5
Subject Associations									
Current	2.6	3		2.8	1 =		2.63	3	
Recommended	3.3		3	4.3		2	3.53		3
Private Sources									
Current	1.9	5		2.3	5		1.96	5	
Recommended	2.3		6	2.5		6	2.30		6

*Refer Appendix 7 Table H for full results.

Both groups (HODs and PDCs) indicated that the current provision of professional development emphasised the crucial role of the HOD in organising their own professional development requirements and recommended that HODs must be the main provider and organiser of their own professional development. Both groups had personal initiative of the HOD as the number one recommended source of PD provision. Yet later findings highlight that this is more an ideal than a reality. As will be illustrated, there is little evidence of HODs following up on their own requirement to have specialised PD training for the role. This may reflect that they are more inclined to see themselves as managers rather than leaders, or responders rather than initiators. Both HODs and PDCs also have subject associations as a high priority for their provision (rank 3 HOD and rank 2 PDC from Table 5). Both groups recommended that private enterprise organisations such as the Australian Institute of Management, and professional associations such as the Australian College of Education have a minor role with the provision of professional development of HODs. This recommendation can be a reflection of the preference for HODs to take ownership of their own PD needs or to look within the school itself for such support.

Table 7 demonstrated two areas of important difference between the two groups on PD provision. First, differences in opinion on who was actually providing PD to HODs were marked. The PDCs felt that organisations such as Association of Independent Schools/Catholic Education Office were providing professional development (rank 1 equal), whereas the HODs said that this group was the third lowest provider (rank 4). This illustrates a lack of communication between PDCs and HODs on the PD provision for the HOD role. The PDCs stated that subject associations were providing professional development (rank 1 equal) whereas the HODs said that their subject association group was only the third lowest (rank 3). These two rankings highlight different perceptions between the two groups (HODs and PDCs) on who was providing PD to HODs. It shows that focussed discussions about PD and provision for the specific role of a HOD had not been a high priority in schools. Good schools try to have a focus on whole-of-school and individual teacher PD whilst attempting to establish a strong PD culture. This noble goal clashes with the findings that the leadership people ‘in the middle’, such as HODs, have not focussed on their newly emerging transformational role and the changing expectations of senior executives for the HOD role. Another clash is that the PD needs of the HOD have not been clearly addressed by the senior executive of the school. The HOD has to be the engine room for implementing key reform

agendas for the school, and it appears they are also responsible for seeking PD opportunities which will help fulfil the role.

Second, there were clear differences between HODs and PDCs on the issue of the degree of influence recommended for senior executive involvement with the professional development for HODs. The HODs group has this variable at rank 2, compared to rank 4 of the PDC group. This ranking difference is important in a field of only six options, and it highlights a different perception about the role of the senior executive in the PD provision for HODs. One HOD commented that 'there is a reluctance by senior executive that HODs actually need PD – you are appointed because you can do the job rather than growing into the job as you do as a teacher'. This quotation suggests competent people are appointed to the HOD position and are then left to get on with the role. It also suggests that PDCs do not know what is happening for HODs in relation to the PD provision and that there has been a lack of communication about the topic of specialised PD for the HOD role. Another HOD acknowledged that his or her senior executive have competing demands for their time and priorities, stating, 'I do not think the senior executive are against the idea – although it is not as important as dealing with new teachers'. This quotation suggests that senior executives in their busy programs are placing beginning teachers at a higher priority for time and resources. On the other side of this senior executive responsibility to help HODs is that the HODs may be reluctant to show any signs of weakness with their leadership role. One HOD commented:

I'm not a good delegator – I prefer to see the job done really well myself – that's one of my shortfalls as a HOD – I probably needed assistance on that many, many years ago when I first became a HOD – it was not recognised by me in the early days – yet I kept quiet about it – one did not want to divulge a weakness – I am very aware that PD would ease the burden on me quite substantially.

For a productive school PD culture to emerge, all staff need to feel supported asking for programs designed to help the difficult or weak leadership aspects of their HOD role. One PDC made the observation, 'some of the HODs are not proactive – I have to do prodding. They are the ones who are supposed to come forward to recommend PD about their department colleagues'. Again this highlights the lack of proper conversations taking place on the role of a HOD with their PDC and/or senior executive.

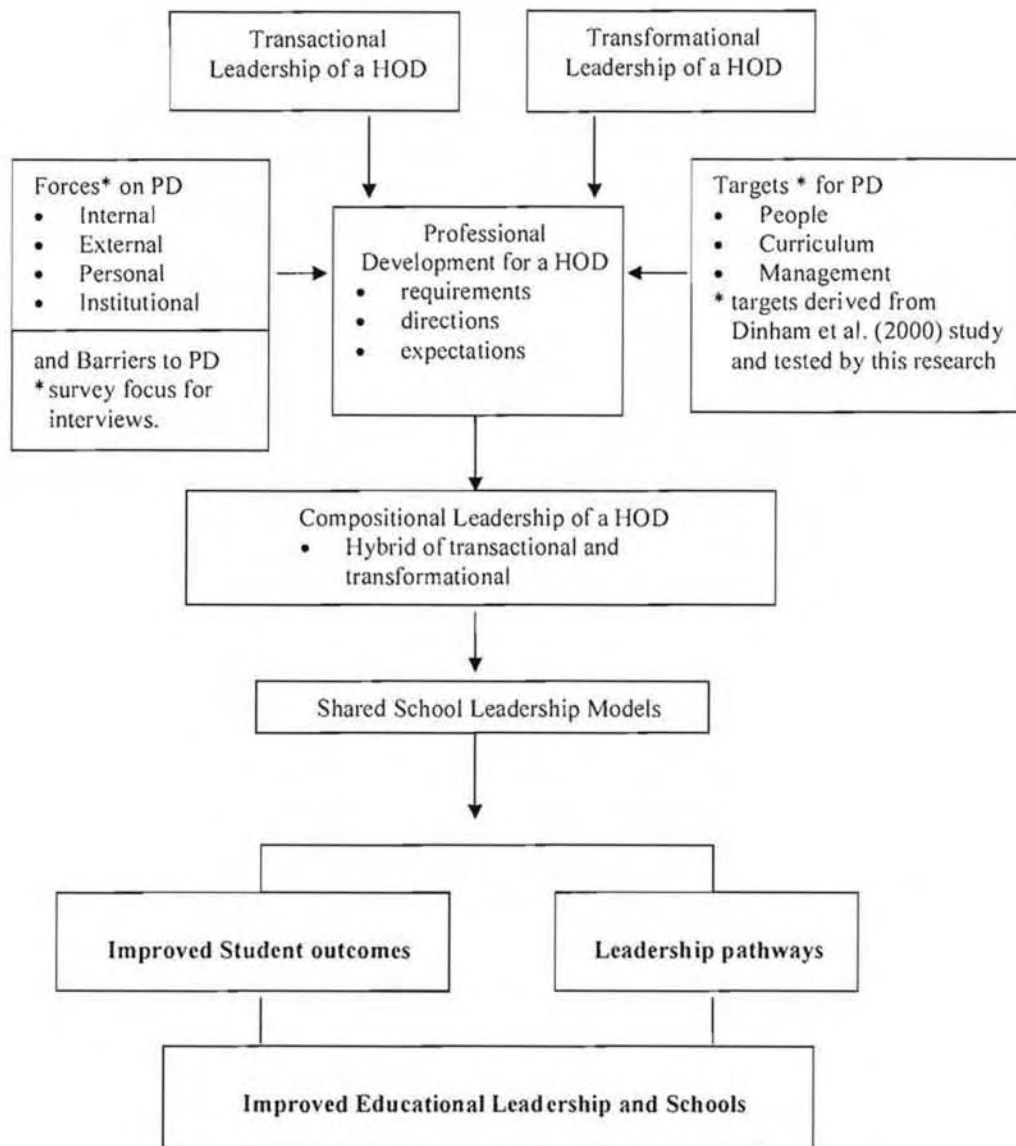
Apart from the obvious personal initiative imperative, the three provider groups who need to consider increasing their role with the specialised provision of professional development for the HOD role are the senior executive of the school (combined recommended rank 2), subject associations (combined recommended rank 3) and school organisations such as AIS/CEO (combined recommended rank 4). Outside agencies were not favoured as they probably suffer from not targetting specific school leadership issues. Such agencies serve many masters and issues, and, as a result, specific PD provision for a small numerical base like HODs may not be financially viable for them. Subject associations were more favoured although, by their very nature, they tend to focus on content issues and/or curriculum changes for all teachers of that subject rather than transformational leadership issues as highlighted in Chapter 6.3.2. The HODs said they need more transformational leadership PD and subject associations should have a greater role. Subject associations could join forces to target the transformational leadership PD provision for HODs as many leadership issues cross subject boundaries. Another alternative is for subject associations to join forces with groups such as AIS or CEO organisations to deliver such PD provision.

6.4 THE FINDINGS FROM THE INTERVIEW PROCESS – GUIDED QUESTIONS FOR A QUALITATIVE ANALYSIS

The results of the interview process are primarily focussed on the PD requirements, expectations and directions for a HOD. However, the findings also address the changing role of a HOD as the research method allowed respondents to comment on their role as a HOD, the changing nature of their role, the changing leadership dimension of the position and the resultant tensions of these changes.

Diagram 11 from Chapter 4.4 is repeated to illustrate the context for this section in the overarching thesis concept.

DIAGRAM 11 – Improved student outcomes, leadership pathways, leadership and schools



Chapter 6.3 outlined the first two sub-sections that used a quantitative analysis. This section has five sub-sections that follow the question schedule (Appendix 4.1C and 4.2C) and they record the interview findings. For each sub-section, a qualitative analysis is used. These five sub-sections are:

- 6.4.1 Recent PD activities specifically for HODs
- 6.4.2 Role of the school with the provision of PD to HODs
- 6.4.3 Format of PD preferred by HODs
- 6.4.4 Barriers to the provision of PD to HODs
- 6.4.5 Other emergent issues not covered by the survey questions.

The findings and analysis from each of these five sub-sections follows.

6.4.1 Recent PD activities specifically for HODs

The aim of this interview question was to check the degree of any specialised PD currently taking place for the role of being a HOD. Chapter 6.3 rendered quantitative data about PD provision and preferences for the HOD. The following question was designed for a qualitative analysis. The question allowed the interviewees to further reflect on targeted PD provision for being a HOD. As such this question complements the quantitative findings in Chapter 6.3.2 by allowing an open-ended question to be used to collect the data. Content analysis was used to make sense of the data collected. Concepts were identified and redefined. Refinement of the concepts continued to occur until the researcher was satisfied that possibilities had been exhausted. The researcher then returned to the interview transcripts and recorded the occurrence of each concept against each HOD for each category. This process was repeated for the professional development coordinator at each of the six schools and differences noted. The question prompted the HOD to reflect on the past two years and to highlight any specific PD provision that benefited the HOD role.

Table 8 highlights the findings resulting from the question, 'what were the last two professional development activities that the school undertook that were of direct benefit to the HOD role?'

TABLE 8 – Professional Development Activities for HODs*

	Category	HODs	PDCs	Total	% of total
A	School-based activity	7	3	10	22
B	Board of Secondary Studies (ACT); Board of Studies (NSW) activity	3	0	3	7
C	Subject association activity	2	0	2	4
D	Private enterprise activity	6	1	7	16
E	Mentor system – internal	3	0	3	7
F	Mentor system – external	1	0	1	2
G	Another school, visit to another school	2	0	2	4
H	Conferences	2	1	3	7
I	Association of Independent Schools/Catholic Education Office activity	2	0	2	4
J	Personal initiative	0	1	1	2
K	Nothing	10	1	11	25
Total number of responses		38	7	45	100%

*Refer Appendix 8 Table I for full results.

The respondents were often disillusioned about the value of current PD provision for their specific HOD role. Disappointingly, the largest category (25%) indicated that no PD had been organised that had a direct benefit for the specific role of being a HOD. During the interview process, this strong response promoted a distinct focus on PD for a HOD. The question did trigger an interest in the research, and it often became a turning point in the interview process. The non-verbal behaviour suggested an engagement into the spirit of the research. Up to this point of the interview there was the impression of polite responses to another educational survey. There was a general concern about the lack of specific PD courses for the role, as illustrated by one HOD stating, ‘we have not given our HODs the skills’. Some HODs were scathing about the matter and one stated, ‘I do not think we were given any PD for the role’, whilst others had trouble remembering any worthwhile PD courses. Other quotations included, ‘I can’t recall any’, ‘nothing else directly related to being a HOD’ and ‘I can’t think of any’. These consistent references to a lack of any focussed PD for the actual role of being a HOD were overwhelming. One HOD commented, ‘you never see a course – delegation as a HOD – enrol now’. The lack of specific HOD PD generated both a strong sense of injustice,

and, through the directed questions, an awakening to the changes taking place with the leadership role of a HOD.

School-based activities (22%) dominated the positive responses for PD provision. This school-run PD was often the compulsory PD day or days run by the school for the whole staff at the start of year or term. These responses support the Cumming (2000, p. 10) comments outlined in Chapter 3 that the typical *modus operandi* for PD delivery is the one-day acclaimed expert, group activity and plenary session, all quickly forgotten as the year moves on, and the White (2003, p. 14) comments also outlined in Chapter 3 of 'teachers sitting and listening to an expert who outlines new information processes or pedagogy'. This 'sit and git process' implies full acceptance of the transmission model of learning. Whole-of-school based PD can be seen as cost effective, have a focus on whole-of-school issues and/or any new strategic directions for the school. However, such an approach does not support specific leadership targets or specialised needs for the middle executive positions such as HODs. The third largest category was followed by private enterprise activities (16%). Yet from the results illustrated in Table 6, HODs recommended such a source should be the lowest rank of the six alternatives. This suggests that this category appears in a vacuum, rather than a desired provider of PD. Other responses were varied and low in number. They included Board of Secondary Studies (ACT), Board of Studies (NSW), mentor systems, visits to other schools, conferences and Associations of Independent Schools or Catholic Education Office.

The overall impression gained from the responses to this request for recent specific PD provision for HODs is that targetted PD for the role of being a HOD has not been a high priority nor a matter for much consideration by either the HODs themselves; the school hierarchy; the school system; the wider educational system such as subject associations; or educational PD organisations such as CEO or AIS. The HOD responses, mainly in the negative to this question, provided a sharper focus for the research topic and the following themes within the interview process.

6.4.2 Role of the school with the provision of PD to HODs

The aim of this interview question was to expand understanding of what HODs were nominating as their recommended source of PD for HODs. The question sought to elicit ideas from HODs about how the school should go about PD provision for them. An open-ended

question was used to collect data. Content analysis was used to make sense of the data collected as per the techniques outlined in Chapter 6.4.1.

Table 9 highlights the findings to the question, ‘what should the school’s role be with the provision of PD for the specific position of being a HOD?’

TABLE 9 – Role of School with HOD Professional Development*

	Category	HODs	PDCs	Total	% of total
A	Internal handbook/checklist for the HOD role	2	0	2	3
B	Regular HODs meetings/PD Committee	4	1	5	8
C	Meet with other HODs from other schools	2	0	2	3
D	Provision of time/resources for the HOD role	9	1	10	16
E	Senior Executive advertise, advise, direct, encourage PD courses for HODs	12	4	16	26
F	Mentor to HODs	4	0	4	6.5
G	Special courses for HODs	9	2	11	18
H	Core values established	2	0	2	3
I	Feedback from Senior Executive/appraisal of HOD	5	2	7	11.5
J	Provision of readings for the role	3	0	3	5
Total number of responses		52	10	62	100%

*Refer Appendix 8 Table J for full results.

There is a strong call for targeted PD for the complex, changing and busy HOD role. The recommended provision of PD by the school was dominated (26%) by the combined HOD and PDC view that sought direct involvement of the senior executive to advertise, advise, direct and/or encourage HODs to attend specific courses. HODs felt that their senior executive should be more active with the promotion of specific PD for the HOD group (22% of the HOD responses and the largest category). This was followed by provision of special courses for HODs (18%), time provision (16%), and feedback from senior executive (11.5%). By combining Category E (Senior Executive direction for PD courses for HODs) and Category I (Senior Executive feedback), the total represents 37.5% of the responses. By aggregating the provision of special courses for HODs (Category G) to Category E and I, the combined figure becomes 55.5%. This high combined figure of 55.5% highlights the desire from HODs and PDCs for more direct senior executive influence and responsibility, with the

specific provision of professional development to Heads of Department. Such a senior executive influence is something that should come from within the school and be part of the PD culture for middle leadership positions.

Some HODs wanted a formal orientation for the HOD role whilst others did not. One HOD claimed that the senior executive 'say congratulations on being a new HOD – run off and do it!', yet many pointed to the importance of support during the early stages of being a HOD. Another wanted a 'handbook called "Things a HOD should know"' and yet another a document for 'strategies for being an effective HOD'. Other HODs wanted a 'formal orientation for the role with activities and responsibilities specific to the HOD explained – training given' and another an outline of the 'elements of the role and what the school demands of the HOD'. The desire for handbooks or lists of outlines suggests a checklist management approach was still alive amongst HODs at the very time they were acknowledging changing leadership expectations. This conflict was important in the context that a general perception was gained from the HODs that senior executives above the HOD level were not meeting their responsibilities with the nurturing of the HOD leadership team. These cross issues (we want HOD management lists, yet we want senior executive to nurture leadership) highlights why specific PD is required and how it must cover a complex range of needs.

Some HODs were more accepting of a casual approach to the provision of PD to their HOD group. One stated, 'I do not think anything has to be formalised – as long as people are willing to give you time and when you need it – I think that is important – makes you feel more relaxed in a way.' Some HODs felt time in the role changed the PD requirements. One stated:

many HODs are put into the role because they are effective – efficient – with good time management skills – they have got people skills, but once they are in that role they are then left and we do not have enough conflict resolution and possibly higher skills not directly related to curriculum that is so important in that role and you do not find out about them until you are in the role.

This quotation relates to the earlier one suggesting good and competent people are put into the role but are then left alone for the leadership role. There is not a targetted program to develop their specific leadership once they are in the role.

Some HODs targetted the quality of the PD process itself. One wanted HODs to feel 'that they are adequately developed to be able to meet the needs' while another HOD wanted prior quality control by the senior executive as 'you often go along to things and the benefits do not materialise' yet acknowledged 'identifying courses of value is often the most difficult part'. One perceptive HOD stated that any PD for HODs 'is really about adult education'. This theme was reviewed in Chapter 3 and highlighted the importance for any PD delivery methods.

The responsibility for who takes the lead with PD for HODs in determining the transactional and transformational leadership mix was varied, as evidenced by the following two HOD statements: first, that 'school should be providing some PD but I am not clear what that should actually be' and second, 'school should come up with some ideas of its own and throw them at me – this rarely happens'. These HODs felt that it was the role of the senior executive to set the PD agenda for the HOD. This view clashes with the transformational expectations of the senior executive for the HOD group and clashes with the earlier finding that HODs stated that the provision of PD should be primarily personal initiative (Table 5). The early HOD questions established that self-initiative with PD was important, yet when the questions sought answers for reasons for the low specific PD provision, the 'buck' was quickly passed to higher authorities. This is a situation well known in most organisations.

The wide range of responses to this question (6.4.2) highlights again the lack of focus on the role of a HOD or any systematic and organised PD for the complex HOD role at school and system levels. Through the interview process, many HODs enjoyed talking about these issues for the first time. It generated much discussion and further analysis, and again highlights the benefit of an action research methodology for this research study.

6.4.3 Format of PD preferred

The aim of this section was to check on preferences for PD delivery to HODs. With so many formats used for delivery of PD, checking on the views of HODs and PDCs for the PD provision for the role of HOD was felt to be important. An open-ended question was used to collect the data. Content analysis was used to make sense of the data collected as per the techniques outlined in Chapter 6.4.1.

Table 10 highlights the findings to the question, ‘what format (e.g. timing of activity, style of presentation, location) do you recommend for the delivery of PD for the role of the HOD team?’.

TABLE 10 – Format of PD recommended*

	Category	HODs	PDCs	Total	% of total
A	Better use of HOD meetings/team	2	3	5	6
B	Use holiday time	5	1	6	7
C	Use after school and/or evenings	11	2	13	15
D	Use weekends	3	0	3	4
E	Use school time	2	1	3	4
F	Not in school (class) time	5	0	5	6
G	Hold on site	0	1	1	1
H	Hold off site	1	0	1	1
I	Workshops/variety/practical	9	0	9	11
J	Utilise HODs from other schools/visits to other schools	11	3	14	16
K	Shorter timed sessions < 1 day	10	0	10	11.5
L	Longer timed sessions > 1 day	2	2	4	5
M	Not group work	1	0	1	1
N	Make it relevant/quality	8	2	10	11.5
	Total number of responses	70	15	85	100%

*Refer Appendix 8 Table K for full results.

This request for preferred PD format was dominated by the strong desire for quality rather than any strong preference for a particular methodology for delivery. Combining Category I with N equated to 22.5% of the respondents wanting variety, ‘hands on’, practical, interactive and relevant sessions. The disillusionment with the ‘hit and miss’ nature of many PD programs was reflected in these responses. Respondents said that they did not mind the timing if the program was good. Quality was the important variable with PD provision. The largest number of respondents (16%) commented that they liked to meet with HODs from other schools in any targeted professional development measures. This PD is based on gathering together people doing the same role to discuss their way of being a HOD and the way they meet the various challenges or frustrations. Comments included, ‘I do want to talk to someone

who is experiencing the same problems as me' and 'I like visiting people doing the equivalent role to me - I came away with a whole new perspective on what you can do'. HODs like the concept of discussing their role with someone doing the same role and experiencing the same pressures. A mutual respect is quickly gained, as opposed to the 'external' expert who may be well divorced from the joys and tribulations of daily secondary school life. HOD comments on this theme include, 'when you get PD time it is you with your department – you never get to spend time with other HODs'; 'you never get to liaise with other HODs'; 'you only get to hear about what others are doing (how they run their department) by hearsay'; and 'if they have a fabulous way of doing something you never get to hear about it'. These views matched the findings from the Harrison et al. (1998, p. 90) study mentioned in Chapter 4 and suggests a sense of isolation amongst HODs. There is a call for effective collegial networks. It is an area that subject associations or external organisations may like to adopt as they design PD provisions in the future. The great benefit of effective networking and self-reflection processes for HODs could be gained from combined PD for HODs across many schools and sectors. Such an approach also supports the need to cater for an adult learning style as outlined in Chapter 4.

As an aside, the 'PowerPoint' presentation took some criticism. Some quotations include, 'sick of PowerPoint presentations', 'not just another PowerPoint presentation' and 'I will scream if I see another PowerPoint presentation'. Such strong reactions to delivery of information by this approach highlights that the customary transmission form of pedagogy continues to dominate PD sessions and is not always appropriate to the specific PD provision being requested for the HOD role. Such an approach does not recognise HODs as active learners and shapers of the knowledge they need for the role.

When PD activities occur did not seem to be an issue with HODs or PDCs. Some (11.5%) preferred shorter sessions (less than one day) whilst 5% preferred more than one day or one day plus an evening. After school and/or evenings were the preferred timings (15% of responses). Others included holidays (7%), better use of HOD meetings (6%) and school time (4%). All of these points suggest HODs are more interested in effective PD and do not mind when it occurs. The points also imply that school executives have to think about creative use of time to deliver effective professional development for HODs.

Interestingly, a significant number (32 % – categories B, C, D, F) did not want school time to be used for professional development. Only three HODs and PDCs (4%) wanted to use school time. One HOD stated, 'I do not like being out of school and missing senior classes'. This allegiance, especially to senior classes, proved to be strong. There can be a 'hidden' pecking order of secondary school teachers within their class allocation. Senior classes can rate highly in the internal status hierarchy within department structures. Other quotations included, 'not class time – too much interruption to your programs' and 'losing teaching time can be very detrimental to those students and myself'. This highlights the strength of feeling for many HODs that their first priority is to their teaching. This is illustrated by the quotation, 'I am primarily in this job to teach'. Being a good teacher was seen as the most important component of professional identity in the HOD leadership role. HODs felt peers needed to know that as a HOD you were first a quality teacher and an administrator or leader second. One claimed, 'HODs get their strength from teaching, to be honest – to take off another line of teaching loses their base with the classroom.' It was felt important to keep in touch with classroom matters of state to be understood as an effective leader of classroom teachers. Reflecting the need for a HOD to remain grounded with the core business of teaching, one HOD stated:

it is the guilt of doing things associated with management – that I'm not a manager – I am a teacher. I should be in the classroom – if I am out of the classroom then it is against what education is about.

Being in the classroom gains credibility as an educational leader and especially with their team members. This HOD, like many others, confuses management and leadership aspects and highlights internal conflict and tensions for the changing role.

An area of difference between HODs and PDCs was the area of a regular use of stand-down time for more opportunities for PD. Some of the PDCs reflected on the need to change the culture of PD timing, with one stating, 'do these PD things in stand-down time – we still have a long way to go to change the culture in this school for that to be seen as reasonable'. Transformational demands have added to the complexity of finding suitable time within an already busy secondary school week and term schedule. More and more is added to the maintenance of school practice and/or any reform agenda. These demands are added into the fixed domain of the term time agenda. Yet there are only a set number of school weeks per year. These school weeks are naturally student-dominated and PD times have to be found in

creative ways (for example, by using technology more effectively), expensive ways (for example, by releasing teachers from class time), or personal ways (for example, before school, at night, on weekends, or during holiday or stand-down time). Teachers regard their traditional, generous stand-down time from students as one of their main 'perks', as a time for rejuvenation from a personally draining occupation and as a time for preparation and reflection. The need to provide specific transformational PD for HODs may attack the traditional model of busy term times balanced by good stand-down time to recharge. Such an approach to use stand-down time for HOD PD provision may also attack morale, teachers wanting promotion to leadership roles and the degree to which they are able to fulfil various aspects of the role. HODs want to teach, as outlined in this section, to provide credibility and competence. The desire to teach is also for self-satisfaction, as it is why the HODs chose this profession over the alternatives. Now the demands of the leadership role are suggesting transformational leadership is required for the new paradigm of the HOD role. This requires PD provision. If such provision occurs in stand-down time due to an already crowded term time agenda, many may question the benefits of being in such a position.

This question sought preferred format approaches to PD provision for HODs. The overall impression was that quality and relevance of the PD were more important than any particular option. The real issue was the thirst for specific PD opportunities for the newly emerging and complex leadership expectations for HODs.

6.4.4 Barriers to the provision of PD for the role of being a HOD

The aim of this interview question was initially to explore the obstacles to the provision of necessary PD to the HODs. Confirming the clear finding of the Dinham et al. study (2000), time pressures were by far the dominating barrier. Therefore, using the participative action research methodology outlined in Chapter 5, I sought to find suggested solutions to the time issue. Open-ended questions were the basis of this data. Content analysis was used to make sense of the data collected as per the techniques outlined in Chapter 6.4.1.

Table 11 highlights the findings to the questions: (a) 'What were the major barriers to you in achieving a satisfactory PD Program for your role as HOD?' and, if the respondents replied that time was the major barrier, the follow-up question was (b) 'If it is time, what would your solution be to solve this barrier?' This follow-up question was only asked if 'time' was

provided as an answer to the first question, so that the first question remained open for any response.

TABLE 11 – Barriers to PD and suggested solutions if the time barrier for a HOD became a major issue*

		Category	HODs	PDCs	Total	% of total
part (a)	A	Time	24	6	30	
		Total Responses (a)	24	6	30	100%
part (b)	B	Less teaching	2	0	2	7
	C	Less cocurricular	6	2	8	27
	D	Less administration and/or administration help/support	9	1	10	35
	E	Fewer pastoral duties	1	0	1	3.3
	F	Fewer duties/rosters	6	1	7	23
	G	Time: better time allocation/blocks of time	1	0	1	3.3
	H	Lack of courses/opportunities	1	0	1	3.3
		Total Responses (b)	26	4	30	100%

*Refer Appendix 8 Table L for full results.

The survey group was unanimous that the greatest barrier to any effective PD provision for the role of HOD was time constraints. This was an expected response and hence the move to seek suggestions on how this could be solved. Time pressures again highlight the potential conflict of adding more and more demands on a HOD within existing term time, and at the same time shifting leadership expectations from transactional tasks to a model that also includes an expectation for elements of transformational leadership for a HOD.

Solutions to the time barrier varied between the respondents, with the major solution (33%) being for the school to provide clerical/administration support or to reduce the administration tasks of the HOD role. This would allow administrative staff to do some of the time-consuming transactional roles and leave more time for the HOD to do the transformational roles. Currently HODs are bound by rapidly growing administrative duties. As stated in Chapter 1, the growth of Australian Government requirements, coupled with State educational accountability requirements, is increasing the bureaucracy of the role of a HOD. In Australia,

we are in a cycle of increased external testing regimes, accountability measures and conflicting government regulations. The data in earlier sections in this chapter also suggested that school routines and regulations were problematic in solving time constraints for the HOD. One HOD commented, 'my biggest problem is the lack of administrative support'. Another stressed the issue by saying, 'since I have been in the role the administration duties have exploded'.

The administrative support category was followed by the suggested HOD solution to the time issue of having fewer cocurricular (outside the classroom) duties (27%), fewer roster duties (23%), and better use of blocks of time (3.3%). Cocurricular duties are those occurring outside the teaching day and include items such as sport, music, drama and debating. Many independent schools have a requirement that staff take on cocurricular duties as part of their role. The requirement can add another tension for HODs to manage and lead within an independent school. While this requirement adds to their demands and time allocation issues, cocurricular contribution is seen as an important part of the culture of independent, non-government secondary schools and a point of difference from other systems. Teachers get to know the students well via the cocurricular, and independent, non-government secondary schools claim that it nurtures school spirit and culture. However, due to the growth with cocurricular activities, most independent, non-government secondary schools who promote cocurricular pursuits are seeking additional staffing through the use of specialised external staff, coaches, directors and conductors.

The option of less teaching only received 7% of responses and links to the responses of the format question (Chapter 6.4.3). The pressure to keep teaching as the core of a HOD role again came through strongly. It is illustrated in the following two HOD quotations, 'teaching keeps you in contact with students – it keeps you human – it keeps you sane'; and 'I hate to be out of the classrooms – that is where the fun is'. These quotations reiterate the HOD's preference to be well-grounded with the core business of teaching. Classroom teaching remains an important attribute of their identity. HODs did not want to give up teaching, but time constraints to the role were of prime concern. The pressure of being a teacher first and a leader second has always been a struggle in secondary schools for middle managers.

The trend to change the HOD leadership mix is adding a further layer of pressure on the traditional HOD role, expectations and directions. This trend highlights the need for effective

PD and an urgent need to review the role of a HOD in complex secondary schools. Demonstrating that HODs are very busy people and that the nature of the role is complex, one PDC comments, 'we are cramming meetings into term time that end up with very low-quality output'. This quotation raises the question of whether the purpose of a HOD meeting is transactional or transformational or a combination of the two. Such a challenge will reflect on the senior executive view of the role of the HOD for their school and whether their senior executive actions match the rhetoric. If HOD meetings are dominated by transactional issues, the senior executive cannot complain that a transformational approach is not being pursued by HODs. One HOD commented, 'meetings bog down with administration and we never get onto really meaty issues'. Another HOD lamented that 'when I put an important item on the agenda that we never get to – I organised a lunch time meeting for it to be discussed'. This frustration over meetings was a common theme across most schools. Some HODs saw a revamped meeting schedule as an opportunity to advance the PD of the HOD team. One HOD commented about the 'need to engage in the big issues as a HOD team – can't get better PD as a HOD than that!' Another HOD commented, 'HOD meetings could be part of the PD of the HODs'.

HODs clearly want to stay in the classroom, lead by example and keep in touch with the academic requirements of students. HODs feel pressured by time and seek relief to enable them to successfully respond to emerging demands of the position. HODs know that because change is widespread, PD is essential, with one commenting, 'I think it is important to keep in touch with other people's views – I've got this thing about becoming a dinosaur – I've seen it happen and I don't want it to happen to me'. HODs fear that stagnation and a lack of PD will make educational thinking redundant. Such redundancy can lead to a staleness of approach and/or perspective which can be reflected in the classroom or in their Departmental staff room. The pressures of time constraints continue to be a stress, and one HOD had a colleague outside the teaching profession comment to him that 'if I had teaching staff working 48 weeks a year – 8.30 to 5.00 – they may find that psychologically there is less stress'. Teachers and school leaders continue to put more and more into term time as they try to deal with the growing range of educational agendas being generated from both internal and external sources. As outlined in Chapter 2, work intensification is a major issue for schools.

Not one HOD commented on a redefinition of the actual role of a HOD as part of the solution. This was surprising and highlights that HODs are captured in the low-view maze of their

school culture without an opportunity, to date, of being lifted to new heights to view the HOD leadership landscape and possible new ways of seeing the leadership directions. This research attempts to lift the HOD to this viewing platform and promote appropriate analysis of the PD requirements, expectations of and directions for a HOD.

6.4.5 Other emergent issues

The final open-ended question allowed respondents to raise new issues or points. Such a question also allowed a reflective element and/or an opportunity for the interviewees to go back to any issues raised in earlier sections. Concluding with an open-ended question supported the participative action research methodology outlined in Chapter 4. Content analysis was used to make sense of the data collected as per the techniques outlined in Chapter 6.4.1.

Table 12 picks up any issues not covered specifically by the first six targeted questions. The question was, 'Are there any other issues you wish to raise about your PD needs as a HOD?'.

TABLE 12 – Other issues in regard to PD provision for HODs*

		HOD	PDC	Total	% of total
A	HODs team issue	4	2	6	16
B	Poor HODs meetings – no time to discuss the role	3	2	5	13
C	Need for HOD Training	13	1	14	37
D	People Focus	7	3	10	26
E	Pastoral v Academic Team Clash/Emphasis	1	2	3	8
Total Responses		28	10	38	100%

* Refer Appendix 8 Table M for full results.

The final opportunity for comment reinforced the benefits of the action research approach and cycle of plan, action, observe and reflect. As the interview progressed, the HOD's analysis became sharper on the lack of formal orientation for the role, with one stating, 'I had no preparation for the role...more a falling into it'. This 'falling into it' was supported in the Dinham et al. (2000) pilot study that found one-third of HODs had begun the role for negative

reasons and the reasons for taking on the HOD role included no-one else would take it, the prior incumbent was so poor at it, or that pressure was applied from above. One HOD stated, 'you have to know where everything is...there is a steep learning curve...no orientation process'.

A common theme was that people gained the post because they were seen to be competent people and able to take on the role of being a HOD. The expectations on the role have been changing, and so different pressures and expectations are emerging. One HOD stated:

it is an onerous position yet it is assumed that because you have been a good teacher for 10 years or 15 years, that you can do these things – you can be appointed to a HOD without really saying how many skills are different to what you have been doing.

The lack of formal orientation programs for HODs was reflected by a HOD stating, 'training before being a HOD would be beneficial'. Schools will need to consider the practical support they provide a new HOD before they commence and for their establishment year. Examples of such practical support could include peer monitoring, specialised leadership courses, academics-in-residence programs, and senior executive mentoring.

Who has the prime responsibility for PD provision for middle executive positions? In earlier questions about who has the prime responsibility for PD, HODs clearly said that individual HODs had that responsibility. This clashes with later quotations, such as, 'I have not had PD as HOD for four years'. The HODs wanted to be seen as the masters of their professional standards and improvement, yet quickly sought to blame others when professional development opportunities for the complex role had not occurred. This issue also raises questions about the role of the PDC for the specific PD provision to the HOD team.

The strong request (37%) from this final opportunity for comment was for the need for specific professional development for the role of being a HOD. Much of this request came from the opportunity of this research project and methodology that allowed HODs to reflect on their actual and changing leadership roles.

Finding specific PD programs for the role of a HOD is another frustrating element for those HODs seeking appropriate courses. One respondent commented that 'one of the problems is

that there is not the selection or range of PD options that are appropriate for HODs'. Change again was a big feature of the stories being told by HODs. One HOD commented that a 'prime difficulty for a HOD is that you are appointed to the job – there is a perception you can already do the job but then it changes'. Calls for on-the-job training and the lack of appropriate external courses suggest it is schools themselves that should be developing leadership programs for HODs.

The second largest response (26%) from this final opportunity to comment was the need for specific people training. As highlighted from the quantitative results (Table 4), there is a strong HOD call for professional development in the areas of leadership training, conflict resolution, staff team building and staff appraisal. All of these areas are linked more strongly to a contemporary transformational concept of leadership than a reliance on transactional leadership forms of management. HODs were keen for a PD focus on people issues as illustrated by the quote:

I think one area that I do need PD is with developing people – I do what the school does – reflect on new teachers and leave more experienced teachers – you tend to leave experienced teachers to sink or swim.

Such a view reflects the pressures of time and the 'squeaky wheel' syndrome. In a given time release, the HOD will focus on the priorities determined. In leading a staff team, the new teachers to the Department and school gain the wisdom of the experienced HOD, yet other teachers may have urgent issues that do not receive the attention they deserve.

This area of staff team-building is important if school reform and improvement are on the agenda. One HOD, after reflecting on her people role, stated, 'you have to have time for people...not just that you will get back to them...you have to stop' and concluded by asking, 'how do you refresh people?'. All leaders of staff teams would empathise with such a question. Human resource theory and practice can be well apart in the day-to-day life of a busy secondary school department structure. A PDC was despondent about the provision of specialist people in this field of HOD professional development. She stated, 'there do not seem to be many trained in education who can enthuse the HOD team and develop leadership skills', and acknowledged that 'the skills are obviously clearly different to being a very good class teacher'. Such a view could be turned back on the PDC and questions asked about her

role as the PD coordinator. What role is she playing to enthuse and nurture the HOD team? What are the senior executive expectations of PDCs and how are they nurtured?

This growing realisation of the difficulty of influencing people to pursue a common good made for interesting reflections for the determination of possible directions for HOD professional development. Influencing the whole range of staff in one's department is difficult. HODs live with their department members in a usually small and cluttered office space. HODs hear their department members' personal stories, ride their emotional states and inherit their teaching histories and personal characteristics. HODs have to balance a range of personalities and experiences in the same confined space and within a very busy school day ruled by bells, deadlines and high accountability levels. A PDC made the observation, 'we need to shield and protect these HODs because they cop it from all sides'. One HOD acknowledged his or her own shortcomings by saying, 'we assume that we have expertise in all sorts of areas but we don't or we exaggerate our own'. Another stated, 'you need to do all of the donkey-work yourself really...you have to identify strengths of people in your department'. Staff team building was the second HOD priority for PD provision (Tables 5 and 6 – Chapter 6.3.1), yet the HOD raising the need to identify strengths of people did not want to discuss this staff challenge or how he or she could be supported to achieve this goal. It is far easier for a HOD to keep his or her prime focus on content, administration, resources, advocacy for the department and its members, students and budgets than moving into the difficult areas of personalities, teaching attributes, any change that affects people and transformational big-picture or whole-of-school agenda items. Transactional leadership tasks are perceived to be a far safer option and hence there is less stress or workload as a result of this narrow leadership focus. Transformational leadership aspirations take a HOD into human resource areas, which create a need for specific PD provisions to help a HOD deal with the far more challenging issue of influencing staff members for the common good.

Another significant category was the view that there was a need for greater emphasis on developing the HOD team (16%). One HOD acknowledged that 'we have been pretty slack about fostering HODs as a team', whilst another stated that 'HODs would not see themselves as a group'. HODs are being asked to be part of whole-of-school initiatives rather than simply be representatives of their departmental interests. This requirement of a whole-of-school approach demands a greater team unity across the academic disciplines than a HOD focussing on only representing his or her department. Interestingly, HODs felt strongly that secondary

school pastoral leaders and their team had greater unity and purpose than the academic team (8%).

In teasing out these academic versus pastoral leadership perceptions, it was the different focus for each group of pastoral and academic leaders that provided the HODs' perceptions on their worth to a school. A HOD stated, 'Housemasters meetings are all about encouraging each other and good ideas and discussion. HODs are much more protective of their patch so there is a feeling that you are an island'. HODs in a secondary school are often in competition for student numbers and/or school resources. Pastoral leaders are not in competition and have a singular yet complex pastoral focus that is centred on individual students. This dilemma of HODs having difficulty with fostering staff, the changing requirements and expectations in the HOD role, and the lack of PD for the new role further highlights the stresses and strains for a HOD position. One HOD observed that 'on a deeper level there is a sort of lack of self esteem amongst HODs and they feel that somehow going to a course may reveal weakness'. One HOD stated, 'Housemasters are perceived to be higher up the pecking order than HODs in our system'. The perception that pastoral leaders had more influence with the senior executive than separate Heads of Department was illustrated by the quote, 'in the staff photo the front row was senior staff and the housemasters – the HODs were scattered through'. These HOD comments reinforce the need for the role of HOD to be on the leadership reform agenda for secondary schools. Secondary schools have grown complacent about the HOD role and as a result, there has been a lack of guided and structured leadership support.

The issue of poor HOD meetings (13%) suggests a review and a commitment that such meetings have appropriate agendas, are run well and reflect the changing nature of the role of the HOD. Finally, there was a need for the senior executive to 'prod' the HODs with the appropriate targeted professional development. As one professional development coordinator commented, 'HODs do not recognise it (PD) for themselves nearly as well as they recognise it (PD) for their colleagues'. Such a view could apply to many people at any level in the organisation.

6.5 SYNTHESIS OF FINDINGS

The Dinham et al. (2000) pilot study set the groundwork for this further more-detailed research. The summary of the Dinham et al. (2000) conclusions are recorded in Appendix 9.

This research project highlighted the value of opening up a formal and structured discussion about the HOD's specific role. HODs and PDCs valued the opportunity to talk about the issues. The rapid and changing nature of leadership roles within secondary schools has not been a prominent agenda item or focus area, yet all had felt the effects of the phenomena. This section synthesises the main findings from this chapter into the framework of the two overarching questions of the thesis topic set at the beginning of this chapter.

The first overarching question is about the contemporary leadership roles and resultant tensions for a HOD in an independent, non-government secondary school. It has a focus on the role of the HOD, the leadership changes taking place and the challenge to find the right leadership mix of transactional and transformational roles for a HOD in a contemporary secondary school. Such a mix or hybrid of transactional and transformational leadership roles has been called 'compositional' leadership. Table 13 summarises these factors from each of this chapter's sections.

TABLE 13 – Summary of findings for HOD leadership issues

Section	Role of HOD	Leadership changes and comments
6.1 a) Age, Gender Teaching Experience	<ul style="list-style-type: none"> Fairly experienced teachers were in the role. 	Highlights phenomenon in secondary school education of later promotion.
b) Qualifications	<ul style="list-style-type: none"> No one doing higher study. 	Surprising, given the rapid educational change agenda.
6.2 Role descriptions	<ul style="list-style-type: none"> Published versions still highly transactional in expectations. Yet on the ground expectations were changing to a more transformational leadership approach. 	<ul style="list-style-type: none"> HODs were saying that they needed PD for the growth in transformational aspects of the role; hence tensions over the HOD role and highlights the lack of communication about the change taking place for the HOD role.
6.3.1 Key targets for PD	The safe areas of management (budgets, delegation, curriculum, time allocation, resources) were not in need of PD. The growth areas for recommended PD provision were in the transformational areas (leadership training, staff team building, teaching and learning, conflict resolution).	<p>Distinct changes away from managerial aspects of the role to transformational leadership aspects of the HOD role.</p> <p>A compositional leadership role (a blending of transactional and transformational) developing.</p>
6.3.2 Current provision of PD	<ul style="list-style-type: none"> Emphasised personal initiative for PD for the role is the highest motivator, yet in reality it was not evident. Main focus on teacher role (whole-of-school or subject focus) rather than the actual HOD role. 	<ul style="list-style-type: none"> HODs wanted greater senior executive leadership and support with the complexity of their role. Study highlighted the lack of PDC focus on the HOD role. Study highlighted a HOD negative perception about the PD provision for the role by universities, outside educational agencies (CEO, AIS) or private enterprise.
6.4.1 Recent PD provision	Little evident for the specific role of being a HOD.	Highlights the lack of focus and support for the changing role of HOD.
6.4.2 Role of School	Call for targeted PD programs.	More senior executive support and guidance and the development of specific HOD leadership courses.
6.4.3. Format	Meet with other HODs from other schools.	<ul style="list-style-type: none"> Clash with role of being a teacher first, leader second. Insularity of some independent schools creates problems of meeting HODs from other schools.
6.4.4 Barriers	Time pressures were paramount.	Suggested ways to reduce time pressures dominated by less administrative duties, less rostered duties and less cocurricular responsibilities.
6.4.5 Other	<ul style="list-style-type: none"> Improved orientation and initial support for a HOD. Pastoral leaders more collegial/united and acknowledged. 	<ul style="list-style-type: none"> Need for targeted HOD leadership courses both before and during appointment. Re-value HOD role and team aspect.

The above table sought to isolate the factors related to the role of the HOD and the leadership changes taking place. The next table synthesises the findings to answer the second overarching thesis question about the professional development required for the changing HOD role.

TABLE 14 – Summary of findings for the PD required to equip HODs for their changing role

Section	PD provision
6.1 a) Age, Gender, Teaching experience	<ul style="list-style-type: none"> • Leadership training to commence for all teaching staff prior to their application to be a HOD.
b) Qualifications	<ul style="list-style-type: none"> • Encouragement for HODs to achieve qualifications especially in the area of leadership and curriculum.
6.2 Role descriptions	<ul style="list-style-type: none"> • Time needs to be provided for communication and debate on the new HOD role. • New role descriptions to be developed to reflect changes.
6.3.1 PD key targets	<ul style="list-style-type: none"> • Leadership training of HOD (transformational) • Staff team building (transformational) • Conflict resolution (transformational) • Teaching and learning (transformational) • Staff appraisal (transformational) <p>Hence, a focus on supporting the requirement for a compositional leadership approach, i.e. determination of the hybrid or deliberate blending of transactional and transformational leadership traits for a HOD.</p>
6.3.2 Current provision of PD	<ul style="list-style-type: none"> • Personal HOD initiative was recommended but not actually happening. • Senior executive need to re-focus their important role in developing HOD leadership in light of changes to the HOD position. • The role of the PDC needs a review in relation to their practical nurturing of individual HODs and the HOD team. This may include a review of the PDC role and how it is supported.
6.4.1 Recent PD	<ul style="list-style-type: none"> • Very few targetted programs.
6.4.2 Role of School	<ul style="list-style-type: none"> • Special leadership course development for HODs. • Re-definition of role – communication. • More senior executive direct influence sought. • Provision of more time for the role. • Arrange meeting of HODs from other schools.
6.4.3 Format	<ul style="list-style-type: none"> • Quality PD preferred over any specific format.
6.4.4 Barriers	<ul style="list-style-type: none"> • Time • Re-definition of role and delegation of duties • Support/PD required • Compositional leadership approach • Alternative structures reviewed
6.4.5 Other	<ul style="list-style-type: none"> • Better preparation prior to commencement. • Focus on transformational aspects needed. • More focus on HOD as a team rather than competing individuals representing their Departments.

From the findings summarised in the two Tables 13 and 14, five themes emerged for further review. The implications of each of these themes would serve as the basis of the final chapter.

The five themes identified were:

- 7.1 the forces acting upon and tensions experienced by the HOD whilst maintaining credibility as an excellent teacher
- 7.2 the introduction of the new secondary school leadership position of professional development coordinators, often with a strong human resource role and its effect
- 7.3 the growing dilemma of whether the HOD leadership approach is primarily transactional, transformational or compositional (a hybrid of both transactional and transformational) and, as a result, the need for secondary schools to review alternative structures in an attempt to find solutions to the changing role and requirements of being a HOD
- 7.4 the communication between HODs and their senior executives
- 7.5 the professional development required for the HOD leadership role especially within the human resource field.

This chapter has outlined the findings of the research. The final chapter explores the above five major themes and the respective implications in more detail, using the findings of the research. Table 15 links each of these five themes to the summary of research findings identified in Tables 13 and 14.

TABLE 15 – Relationship between five identified themes and the findings

Theme	Leadership (Table 13)	PD Provision (Table 14)
(i) Teacher v Leadership	<ul style="list-style-type: none"> • 6.1a teacher experience • 6.1b qualifications • 6.4.3 format for PD • 6.4.4 barriers to PD 	6.1a teacher experience 6.3.2 PD provision 6.4.3 format for PD 6.4.5 other issues
(ii) PDC role	<ul style="list-style-type: none"> • 6.3.2 PD provision • 6.4.1 recent PD • 6.4.2 role of school 	6.2 role descriptions 6.4.2 role of school
(iii) transactional, transformational, compositional leadership	<ul style="list-style-type: none"> • 6.2 role descriptions • 6.3.1 key PD targets • 6.3.2 PD provision • 6.4.1 recent PD • 6.4.2 role of school • 6.4.4 barriers to PD 	6.1 teaching experience 6.3.2 PD provision 6.4.3 format for PD 6.4.4 barriers to PD 6.4.5 other issues
(iv) communication	<ul style="list-style-type: none"> • 6.2 role descriptions • 6.4.1 recent PD • 6.4.4 barriers to PD 	6.2 role descriptions 6.3.2 PD provision 6.4.2 role of school 6.4.4 barriers to PD
(v) targetted PD for HODs	<ul style="list-style-type: none"> • 6.3.2 PD provision • 6.4.1 recent PD • 6.4.2 role of school • 6.4.5 other issues 	6.1b qualifications 6.3.2 PD provision 6.4.1 recent PD 6.4.2 role of school

The overall emphasis from the recording of the detailed interviews was the value placed by the HOD on the opportunity to stop, pause and reflect about his or her changing, complex and busy leadership role. Such a structured interview on this crucial leadership role was frequently the first time the HODs had been provided with such an opportunity. The final chapter draws together the wider implications of the findings, analyses the crucial HOD issues and makes eight recommendations.

Chapter 6 outlined the major findings on the PD requirements, expectations of and directions for a HOD and the contemporary leadership roles and resultant tensions for a HOD in an independent, non-government secondary school. This chapter further discusses the findings, analyses the implications and makes recommendations.

This detailed study of the professional development expectations of and the requirements and directions for Heads of Departments in independent, non-government secondary schools highlights the five major themes for analysis of the role of HOD as being:

- 7.1 the forces acting upon and tensions experienced by the HOD whilst maintaining credibility as an excellent teacher
- 7.2 the introduction of the new secondary school leadership position of professional development coordinators, often with a strong human resource role and its effect
- 7.3 the growing dilemma of whether the HOD leadership approach is primarily transactional, transformational or compositional (a hybrid of both transactional and transformational) and, as a result, the need for secondary schools to review alternative structures in an attempt to find solutions to the changing role and requirements of being a HOD
- 7.4 the communication between HODs and their senior executives
- 7.5 the professional development required for the HOD leadership role especially within the human resource field.

These five issues, with the implications of each, are discussed and eight recommendations are made for consideration.

7.1 FORCES ON THE HOD

HODs identified that a key ingredient for their leadership success was to be an excellent teacher. One needed to 'walk the talk', and a successful classroom focus was seen to be vital for their reputation as an educational leader. There were so many forces distracting the HODs' attention, though, from this core attribute or from effective middle, yet crucial, academic leadership position. There were five broad categories outlined (Diagram 9, page 68) to highlight the major forces and barriers operating on the effective provision of PD to a HOD in a secondary school.

First, **internal** forces occur in the day-to-day school environment and affect the leadership role of a HOD. The leadership preferences of their senior executive and the way they go about their business provide a role model to middle executive members. HODs would observe from the senior executive what is valued, what works and how leadership complexities are handled. The senior executive team establishes the operating leadership framework for the school, such as a flat versus hierarchical framework or a largely collaborative or directive environment. The senior executive determines if there is to be a nurturing of middle executive leadership opportunities and training. They also model whether transactional management or transformational or compositional leadership is the accepted paradigm.

Another internal force is the character of the department inherited by the new HOD because it can determine the speed of any early change of direction desired by the HOD. Character of a department is strongly influenced by the personalities of its members and the HOD. As evidenced by the HODs' quotations in this study, dealing with people matters was a clear need for PD provision. People matters can be very time-consuming and taxing. Therefore, some schools look to reducing the amount of administration required by the HOD. The volume of administration associated with the role can vary between departments and schools, with some schools providing Assistant HODs or administrative assistants. The size of the department can vary enormously and other subject disciplines can be added by schools so that these smaller specialist academic discipline areas can be found an administrative home. If this occurs, the complexity of the HOD role grows. For example, English departments can often be asked to host the academic discipline of Drama or Media. The amount of administrative assistance can also vary between schools. The school change agenda establishes the mood and

determination by the senior executive for new strategic directions. Role ambiguities can frustrate any new HOD trying to establish his or her leadership directions.

For HODs, the constant matter of time pressures was the dominant issue in both the Dinham et al. (2000) pilot study and in this further, more detailed, research project. However, few HODs wanted to reduce teaching time as a solution. This issue, combined with the conflict of wanting to be a good teacher and doing justice to the HOD leadership role, continues to be a pressing issue for all. Schools will need to wrestle with these matters, and the concept of making the HOD a teaching exemplar who demonstrates new approaches to others has merit. If HODs do not wish to reduce teaching, can a senior executive expect the growing transformational push for the role? Chapter 7.6 outlines the search by schools for alternative structures to address this question. These alternative structures highlight the implications of a lack of clarity about any new HOD role.

As outlined in the Findings (Chapter 6), the HODs suggested provision of administrative support as their number one solution to the time pressures. This has the implication of the need to re-define the role of a HOD, set new parameters and provide clerical support. Undoubtedly schools will seek to make any such change cost-neutral within their allocation of scarce resources. It may mean the loss of an Assistant HOD or a lower period allowance for the HOD role. The benefit is that the HOD can focus on the transformational aspects of the role and more time can be allocated for the clerical or transactional tasks as the cost of clerical support is far less per hour than for a senior member of the academic leadership team.

Another suggested solution to the time pressure from the Findings chapter was the request to reduce HODs' cocurricular involvement. This could have significant implications for the school, especially if cocurricular activities are fundamental to the school ethos, and/or the school marketing focus, and/or staff conditions, and/or parent demands on the school for the provision of such out-of-school-time activities, and/or staff equity issues. This last point can have major implications for the tone and operation of the staff common room. Once one group is released or gains reductions from the accepted cocurricular expectations, the law of precedents and equity can take over to create difficult times for the senior executive.

Second, **external** forces are those matters that impact on a HOD leadership role from outside the immediate school environment. They include issues such as the political context of the

school, curriculum instability, leadership models, parental expectations, and the constant demands for teachers to change and improve. Curriculum and reporting instability has been extreme in Australia over 2005-2006 due to the growing direct intervention by the Australian Government into the eight State and Territory education systems. States and Territories have traditionally run their own educational model. In 2005, the Australian Government in 2005 began to impose their curriculum, assessment and reporting views, and used the threat of reduced financial payments as a way to start reform from a centralist perspective. Debates have raged and schools have begun to adapt to the new requirements, often in a climate of unease. Such a climate makes the HOD role very difficult, as they become the agent for change at the operational end of the reform. For example, they have to interpret the Australian Government's 'A to E' scaling of students and reporting regime and implement it for the subject disciplines under their control. Another example is the late-2006 debate over the role, type and content of History in the curriculum framework for Australian schools. The push for a national reform is coming from the Australian Government and is being led by the Prime Minister.

External pressures such as increased government directives or accountability requirements, raise change agendas for curriculum content and classroom pedagogy. Such pressures compete for the valuable and limited time available for a HOD to lead their own or whole-of-school reforms. Such pressures can deter good staff from seeking the HOD position. This will have major implications for all independent, non-government secondary schools and succession planning for the future.

Third, **personal** forces on a HOD include issues such as personal strengths and weaknesses as a leader, complex staff welfare issues, and the role a HOD has with this draining people challenge. The HOD is severely constrained by immediate circumstances (O'Neill 2000). Self-motivation, the pressures of being in the middle of an organisation and the balance of being a servant leader to both sides of the middle leadership position are powerful forces. In addition, the new 'Generation Y' staff (Sheahan 2005) are seeking a more inclusive leadership model, and can be very demanding on rights yet slow on responsibilities, loyalty or patience. The need for staff team-building skills is seen as a high priority for PD provision by HODs. It is a leading challenge for a school to work with each individual HOD, with his or her personal traits and career history. There is an implication for schools to attempt to free HODs from being 'caught' in the middle to 'leading' from the middle.

Fourth, **institutional** forces on a HOD include growing accountability demands – the education focus pendulum has, since 2000, swung decidedly back to an emphasis on assessment and measurement in many countries – UK, USA and Australia; the growth of detailed strategic plans for the schools; divergent needs across subject-specific departments; and the status and expectation compared to other similar middle ranking leadership roles. Institutional forces can create a positive or negative climate for HODs to change themselves and/or be part of whole-of-school reforms that require HOD involvement and support. The role descriptions highlighted that four out of five schools remain locked into a narrow managerial role for a HOD.

Another key institutional force is the traditional and hierarchical nature of Departments in secondary schools. As outlined in Chapter 2, teachers within one secondary school Department can espouse divergent values and hold various professional priorities (Johnson, S 2000). This factor is multiplied across the number of departments within a school. Departments become fortresses seeking defence of their specialist subject area and pedagogy, well ahead of any whole-of-school reform.

Individual school institutions within the independent sector also determine the contractual basis for the tenure of the HOD. HODs are securing their first promotion posting relatively late compared to industry and are often locked into the role for a long period of time. As a result, schools debate whether there should be tenure or a fixed term for such a post, and how best can the senior executive encourage HODs to move to the next level. There are many school leaders about to depart the various school systems in the next 5 to 10 years, and there is a realisation that the pool for executive selection is diminishing (Lacey 2002). Of interest was the strong view that the middle ranking pastoral leadership team is far more cohesive, friendly, supported, recognised, rewarded, collegial and whole-of-school focussed than the middle academic leadership team in an independent, non-government secondary school. Some saw a pastoral pathway of more benefit to higher office than an academic pathway. These issues may further dampen the demand for talented staff to be HODs. This has immediate implications for secondary schools as they seek to employ good HODs, and has longer-term implications for the higher leadership pool.

Fifth, **barriers** to access appropriate and relevant professional development for the modern role is another force operating on a HOD. There is a lack of effective and specialised professional development for the complex role of being a HOD. A lack of targeted PD courses for HODs was frustrating, but there seemed little initiative by the HODs themselves to establish appropriate PD provision. HODs claimed they had primary responsibility for their own professional development, yet this researcher found they had initiated very little professional development for the specific role of being a HOD. This was disappointing, yet highlighted that HODs had not had a focus, to date, on the PD requirements, expectations and directions of their complex role. Issues of when a HOD found time to engage in professional development, and variations in role descriptions added to the number of barriers to a HOD utilising the benefits of good professional learning for the HOD leadership position. A clear implication of these barriers is the need to reconceptualise the role of a HOD and the relationship to the PDC. This will allow a targeted PD program to be conducted for the new role.

These four forces on (internal, external, personal, institutional) and numerous barriers to the effective PD provision to a HOD add significantly to the leadership disengagement caused by work intensification (Gronn & Rawlings-Sanaei 2003). These forces and barriers imply that the HOD will quickly revert to his or her first priority of teaching as his or her safe harbour. Matters of leadership, especially if they are of a transformational nature, will be second order priorities. A clear implication for schools is to find the balance between retaining quality teaching for all middle ranking leaders, yet at the same time chart a way forward for their leadership role that encompasses the identified need for a more transformational approach. Another implication is to ensure HODs shift from their current mind-set that their own leadership learning is not a valid need compared to class teaching. A final implication is the need for more direct partnerships between schools and universities to provide the on-site training and certification required. Professional Associations may also want to be part of these direct partnerships.

7.2 PROFESSIONAL DEVELOPMENT COORDINATORS

The position of a Professional Development Coordinator (PDC) is a growing specialist role in independent, non-government secondary schools. As outlined in Chapter 4, there are other titles such as Staff Development Coordinator, Human Resources Coordinator, Professional

Learning Coordinator and Head of Learning and Teaching. The introduction of a PDC position in secondary schools is linked to the push to improve a sound and effective professional development culture for a school. As discussed in Chapter 4, professional development and school development are inextricably linked (Fullan 1991). The role of a PDC has expanded to include a human resource role. Human resources include staff appraisal, welfare, career planning and motivation. Another recent development in many Australian States has been the addition of industrial matters and the links to registration processes of teachers, promotion criteria and frameworks for teacher standards. An example is the new frameworks for teacher accreditation by the New South Wales Institute of Teachers in 2005-06. Australian Government legislation requires schools of over 100 employees to conduct staff surveys on Equal Opportunity policies and practices. Schools are also developing their own staff surveys as a way to improve staff welfare and to chart appropriate staff development priorities. The PDC is often the person who coordinates this data collection and coordinates plans to address the issues raised.

All of the PDCs interviewed felt frustrated by the reluctance of HODs to respond to the growing need to change the HOD role. However, the findings indicated there seemed to be a lack of dialogue between the HODs and PDCs as to a clarification of the respective roles, how they might work together to improve matters and any tactics for a joint approach to the change agenda. With many PDCs having a clear transformational role, HODs may be in danger of slipping back to a purely transactional role. The benefits of a team approach or a distributed leadership model will be lost if this approach continues. PDCs should develop explicit PD opportunities to help HODs clarify and manage the dual aspect of transactional and transformational roles. As a result, a compositional leadership role will emerge which requires a defined blend of transactional and transformational traits.

The PDC is the link between the senior executive and the HOD. Therefore, the role of the PDC needs to be clearly articulated and transparent. A key part of the PDC role should be the development of leadership training for all teachers and middle leadership positions. Gronn and Rawlings-Sanaei (2003) warned of 'leadership disengagement' in a climate of reform policies, and the research by Lacey (2002) warned of the falling numbers seeking higher school leadership positions. The research findings are a warning bell for the need of leadership training for all. As outlined in Chapter 6, the findings of this research recorded none of the 24 HODs or six PDCs interviewed in the six schools engaged in any higher study.

Most tertiary institutions have established leadership courses as part of the programs at the Masters level, yet this study found no take-up rates from HODs or PDCs. This finding was most disappointing and again highlighted the need for a review into the middle level leadership roles and expectations.

As outlined in Chapter 3, studies of effective school leadership repeat the common theme that 'authority to lead need not be located in the person of the leader but can be dispersed within the school between and among people' (Mulford, B 2005, p. 43). Leadership distributed amongst a team of educators has staff active in the school decision-making processes. A key requirement of a distributed leadership model is to develop leadership capacity among a wider group of staff. Such an approach benefits the learning culture within the school and helps to prepare more staff for senior leadership roles. The PDC should be charged with this responsibility to prepare HODs for a distributed leadership role. There can be a danger that PDCs respond upwardly but neglect to consult or foster downwardly. This can be a trap of bureaucracies. An implication for schools is the need to specify who has the role of nurturing HODs to achieve their leadership potential.

This research had its prime focus on the independent, non-government secondary school HOD. PDCs were commenting about the HOD role and suggesting recommended reforms. A clear implication became apparent that more targetted research into this relatively new, important and powerful position of PDC is required for the independent, non-government secondary school sector.

7.3 TRANSACTIONAL, TRANSFORMATIONAL AND COMPOSITIONAL LEADERSHIP

As outlined in Chapter 1, the major review of literature on United Kingdom secondary school middle managers by Bennett et al. (2003) had as two of its five major findings that there was little empirical work on the influence of middle ranking leadership in schools, and that while senior executives want a great whole-of-school contribution, middle ranking academic leaders saw themselves as primarily department advocates. This research study confirmed both points for the Australian context. Mostly HODs continue to have a narrow, faculty-orientated approach to the role whilst many schools and school leaders above them in the hierarchy want a move to a whole-of-school approach for their middle leadership team. This is creating

tension within secondary schools at a time of great change, and it is also creating stronger calls for accountability of educational institutions. HODs continue to have transactionally dominated role descriptions and attend HOD meetings dominated by transactional issues, yet there is a changing demand for a transformational leadership style and operation for the HODs. This trend is being demanded by their senior executives. No longer are traditional hierarchical systems with leadership based solely on age or experience seen to be good enough in the current educational climate with its focus on learning processes, flexibility of mind, shared decision-making and constant reaction to politically driven change agendas.

Another pressure on the HOD role is the growing demand for whole-of-school reform or specific and transparent strategic directions. HODs clearly have a prime responsibility to set the culture, tone and ethos for 'their' Department, yet they do not often realise it is their role to take this beyond their Department's walls. In the past, HODs were primarily transactional in their leadership approach and Departmental walls were appropriate. HODs saw their role as that of subject specialist (Adey 2000), good administrators (Harvey 2002) and facilitators of changes (Earley & Fletcher-Campbell 1989). HODs took refuge in administrative work to avoid problems (Glover et al. 1998) and were appointed because of a successful teaching career within a specific teaching area (Adey 2000). However, today HODs are being asked for broader perspectives than a subject domain, to become agents of a holistic vision in line with the strategic positions of their schools.

School principals and senior staff experienced similar pressures for expanded leadership and vision roles in the 1990s and this has now filtered down to the middle ranking leadership positions within independent, non-government secondary schools. Research studies have demonstrated that, in effective schools, leadership extends well beyond senior executive teams (Harris 1999; Busher & Harris 2000; Mulford, B 2005). Middle leaders are sandwiched between often conflicting requirements of the senior executive agenda and colleagues' agendas within a department structure. There is evidence of significant growth in these responsibilities being undertaken by HODs (Brown et al. 2000), and this growth is causing tensions. Such leadership pressures add to the unease and feeling that a HOD is a 'Malcolm in the middle'. The sub-title to this thesis uses a quote from an interview with one HOD and sums up a feeling of lack of specialised support for the role. The HOD stated: 'It is an onerous position yet it is assumed that because you have been a good teacher for 10 or 15 years that you can do these things'. Such a quote reflects unease about the complex HOD role.

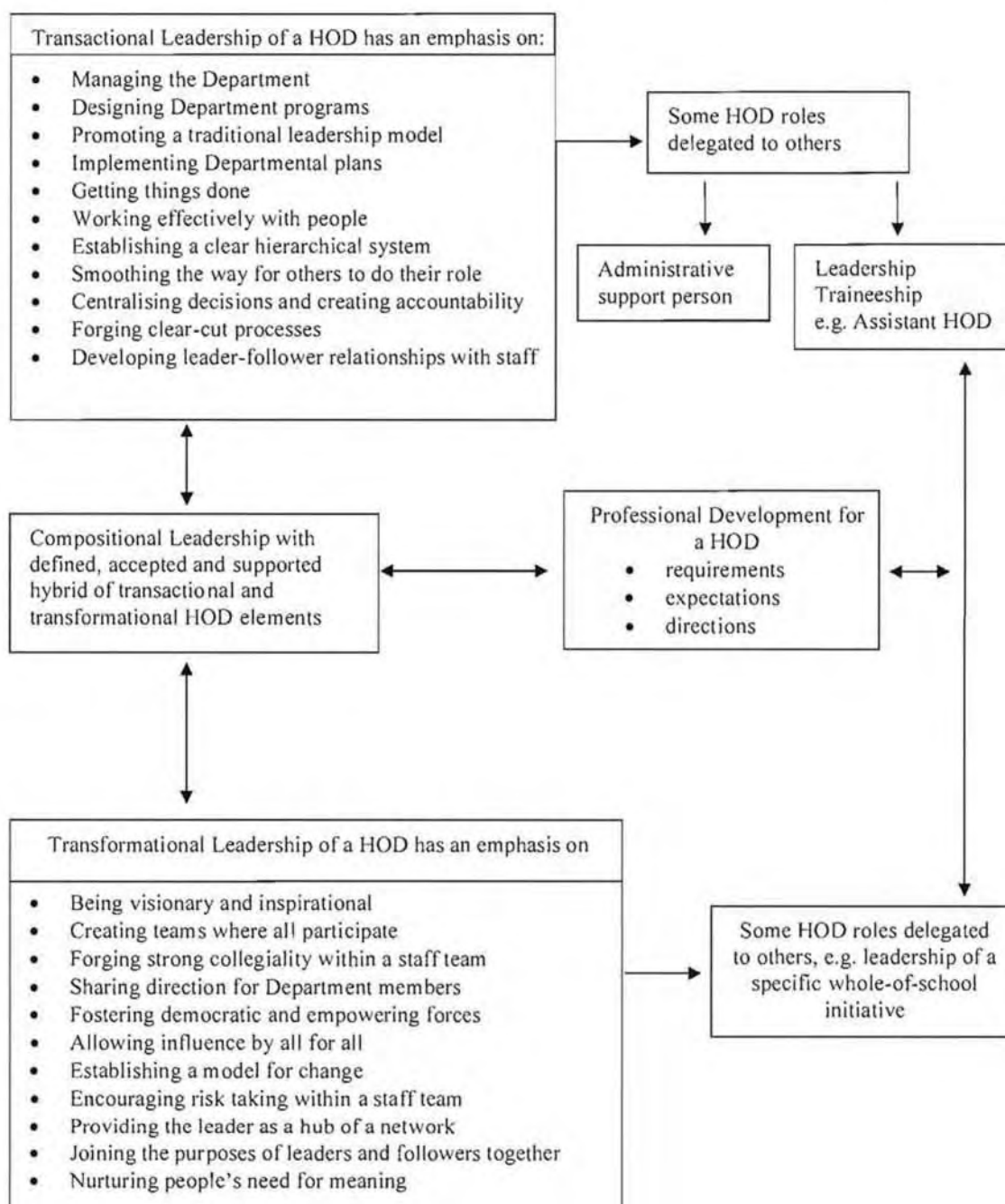
This unease results from schools keeping the traditional transactional leadership role for a HOD, yet also changing expectations for the role. The HODs clearly had acknowledged the changing expectations, and were seeking appropriate and specific PD for the newly-emerging role. Tensions were created if a clear articulation of the new HOD role had not taken place. Clarification is necessary of the transactional aspects still required, and the areas of school life in which a transformational approach would be sought. It cannot be left to an undefined and mixed mode. As a result, there is a need for a compositional leadership approach that requires a hybrid blend of transactional and transformational leadership styles for the particular school at any time. This compositional or hybrid leadership approach has strong implications for human resource matters, such as staff team-building, staff appraisal, leadership training and conflict resolution skills. These were the strong preferences for specialised PD that emerged from this HOD study. The emerging role of the HOD is to lead subject specialists to a wider vision whereby they see their domain in the context of the whole-of-school curriculum and the strategic direction of the school for its specific future.

A key finding of this research was that a leadership articulation for the role of a HOD has not taken place adequately. The HOD role description is still dominated by transactional leadership tasks. Transactional mechanisms such as HOD meetings focussed on State Board of Studies requirements; school internal academic processes and requirements; and school internal administrative necessities all support this transactional priority. The Dawson (2000) study in NSW, as outlined in Chapter 2, found that neither Principals nor HODs felt that HODs were leaders of educational reform. However, there is a growing rhetoric and requirement for whole-of-school vision by all staff. Hence an articulation of what the HODs should be doing to energise their staff teams for this vision is required. This confusion about transactional and transformational leadership roles is causing angst for HODs and the growth in a compositional or hybrid of the two roles is occurring by default rather than with detailed planning, purpose and support. A new category of compositional leadership needs to be adequately developed and nurtured.

The blending of both transactional and transformational leadership roles will be required so that any newly-defined role is not a massive one without any chance of success because everything was added and nothing was subtracted. Delegation of some duties could be to a non-teacher administrative support person. Many aspects, especially of the HOD transactional

role, could be more than adequately handled by such a person. As such a person is more cost-effective, more time can be allocated to each HOD for delegated support. An alternative option can be the delegation of some aspects of the HOD role, either transactional or transformational, to an aspiring leader. This could be used as a distinct professional development program to help foster, develop, encourage and promote a new generation of executive teachers. Titles for such a position could be Assistant HOD of a subject, or the role could be for a targeted program that sought to broach traditional subject discipline boundaries. Examples could be the leadership of whole-of-school initiatives, for example boys' education, literacy across the curriculum. Achieving such a compositional leadership system should not occur by default but rather by a planned, accepted, defined and supported mix of transactional and transformational HOD roles. Diagram 18 builds upon the base elements from Diagram 4 (Chapter 3, page 40) to illustrate the development of a compositional and expanded leadership repertoire.

DIAGRAM 18 – Professional Development of a HOD for the leadership role



The HOD role has to be reconceptualised and its new dimensions understood by senior executives, incumbents and teachers if some of the current tensions are to be alleviated. A HOD can be a learning professional who combines management and leadership functions. They need not be mutually exclusive (Law 1999) nor polarised in a single continuum. A leader of reform must set directions, develop people and redesign the learning organisation

whilst maintaining all sound management practices. Clearly PD provision for HODs needs to be more directed at the changing nature of the role.

The four forces (internal, external, personal, institutional) and the barriers outlined in Chapter 7.1 strongly suggested a re-definition of the role of HOD was needed. An implication of this detailed research was to support such a redefinition due to the complexity of the roles. Demands on the role were outlined by O'Neill (2000, p. 16) as first, the HOD is 'severely constrained by immediate circumstances and represents the time pressures and the constant requirement of a HOD to prioritise'; and second, the 'HOD is often "running to stand still" and represents the busy nature and complexity of the role'.

The quest to redefine the role of HOD and subsequent support mechanisms has the implication of schools looking at a range of alternatives to the traditional/transformational HOD role. Such consideration is to be encouraged as alternative structures will provide effective ways to sharpen the HOD focus on leadership matters. Once traditional departmental empires within a secondary school are under review, there will be a natural reaction to defend and rationalise current operations. Equity, precedents, complexities, importance, loyalty and difficulties encountered will all become variables for any analysis of the traditional HOD role, the number of HODs required, how HODs lead their teams, or how subject disciplines are divided into accountability units. Eight alternative structures are listed below, and any could be combined as part of an overall strategy:

1. Keep the HOD as a purely transactional role: strongly managerial in nature and operation, easily defined with set parameters. This approach accepts the traditional HOD focus and does not try to raise expectations about the role. It is clear, simple, traditional and transparent. An implication for senior executive is that they cannot add transformational expectations for a HOD as a result, and other leaders within the school structures will have to take on this role. This may require the establishment of a new position or positions. The HOD will remain a manager of departmental business.
2. Appoint new leadership positions such as a Director of Learning and Teaching, a PDC or both to cover the transformational role once hoped for by a HOD. This approach again accepts the traditional HOD transactional focus and creates a new transformational leadership role for a secondary school. Such a structure of HODs

keeping to transactional matters and the PDC to transformational matters is clear and provides a direct line of accountability. The PDC role is a massive one for that person who is seeking to influence middle ranking leaders and all staff as part of such a portfolio. An implication will be to confirm HODs as primarily transactional leaders and the current growing expectations for a wider, whole-of-school role will need to diminish.

3. Break up a department into smaller units and share the current time allowances and monetary pay for the HOD amongst many more people. For example, six English staff could take on one year group each across Years 7-12, share all financial and period allowance entitlements and rotate the role of overall spokesperson for the department. This model attempts to distribute leadership so that the rewards and responsibilities are shared. This model assumes that all are willing and capable to take on the role. The major limitation is that such a system would require exceptional communication between six staff for the focus and direction of a whole English department to occur. To gain a unified vision for a large department would be difficult and would require each department to have at least six individuals who can work effectively in a team for the major whole department or whole-of-school initiatives. Such an approach would be better suited to a small school. There would also be the implication of major risks for syllabus fragmentation and lack of sequential curriculum development.
4. Create more Assistant HODs to do the transactional element to provide the necessary time for the HOD to be more transformational in their leadership approach. Such an approach was illustrated in Diagram 18, page 160. An extension of this idea is to rotate the role of Assistant HOD role amongst many staff to provide 'first step' promotion opportunities for young staff. Such an approach introduces valuable leadership training for young teachers and spreads the benefits of a distributed leadership model. The approach requires the HOD to be willing to guide the Assistant in that role and, of course, be willing to take on the transformational aspects of the leadership role.
5. Move to super departments or deans of broad discipline areas to do the overall transformational leadership under this type of arrangement. This slashes the number of HODs and creates a smaller pool of academic leaders for the school. Such a model is

often linked to the third and fourth points, as you still need staff to cover the necessary transactional roles for the various academic subdivisions. The smaller pool of HODs does provide more opportunities for whole-of-school reform debate and focus. On the other hand, it reduces the number of teachers with influential leadership roles. Another implication is that, due to the size of the super department role, more time is required to effectively perform the larger role and there is the danger that the leader can become too remote from the day-to-day operation of the teachers.

6. Require a fixed time period for the role to share the HOD position around more staff, to train more leaders and to give more ownership of departmental direction. This can be similar to the university system with Faculty Deans. This approach, however, can present difficulties for the staff member who, after finishing his or her role with distinction, does not wish to pursue more senior positions and hence may suffer from lack of motivation returning to a full teaching load and losing the responsibility allowance. The university person has the other arms of research and/or publications to maintain motivation apart from their teaching role. Hence an implication of this model is the potential unrest if a contract is not renewed after the set time period. Yet the benefits are that there is the increased likelihood of a strong leadership focus against predetermined criteria for the HOD to be successful in retaining his or her position. It also allows schools to expect certain leadership standards.
7. Eliminate subject departments and combine the pastoral and academic role for the various leadership roles. This attempts to provide a more holistic approach for the school leadership system. An example would be for the middle leadership person to be, for example, the Year 9 Pastoral Coordinator and the English/Drama Coordinator or the Year 10 Coordinator and the Maths/Science Coordinator. This system emphasises the 'whole child' approach and is often more popular with smaller schools. For large schools this degree of integration may create other problems with the loss of specialisation and a direct academic focus.
8. Establish a stronger transformational role for a HOD. This will require a number of measures, including redefining the role and the provision of support for the transactional element. Schools that follow this pathway must reduce the huge time burden placed on HODs. Examples of such time support could include extra

administrative staff to assist the HOD and the provision of specialist professional development for HODs to master this new transformational requirement. This approach would require a cultural change and both the HODs and the teachers within the department would need to have a very clear outline of what is now expected, what has been changed or eliminated, and who is covering the elements that have been eliminated (refer Diagram 18, page 160). Such an approach requires a compositional leadership model. Clear definitions of the nature of the preferred hybrid of transactional and transformational leadership traits will be required to achieve the most suitable composition for each school culture. As a result, targeted professional development on the complexities of this model will be required for HODs and PDCs.

Each of these eight measures requires far more open dialogue between HODs and senior executives than currently occurs. A recommendation for any one option would not be wise without good knowledge of the culture of each school, the individual personalities and talents within departments and across departments and the guiding vision of the school. The results of this research study demonstrate poor communication between HODs and their immediate supervisors (PDCs). The study confirmed that HODs are still locked into the transactional leadership mode of operation, and that most structures within secondary schools supported such an approach, yet PDCs were pushing for a more transformational leadership approach. As a result, a hybrid of transactional and transformation leadership roles was taking place by default rather than by good design or effective PD support. Good communication must occur to determine the right option for each school. The correct HOD role may differ from school to school, and this is an advantage of the independence of the schools that took part in this research study.

7.4 COMMUNICATION

This study did not interview principals, though the voice of the senior executive was reflected in the views of the PDCs. The PDC is seen as a member of the senior executive of a secondary school system. HODs are expecting more support and direction from their senior executives for their role, and yet these are the very same senior executives who are wanting more from their HODs in terms of distributed leadership and whole-of-school approaches. However, neither is clearly communicating with the other about their respective expectations.

There is not enough open dialogue taking place between these two crucial groups within a busy secondary school hierarchy.

While HODs are clearly saying that there is a lack of focus on their particular leadership role, it is left to HODs to get on with the actual job despite receiving little formal training or orientation or support for the role. There is a clear lack of targetted professional development for the modern HOD's role. The emerging modern role for the HOD has to be recognised conceptually by the senior executive and the HOD. A school can have a visionary principal and/or a visionary PDC, yet ultimately it is the people in the middle who have to implement the vision (Harvey 2002).

The research findings illustrated that there has been poor communication about the required balance between a transactional or transformational approach to the role of a HOD. Role descriptions have not kept pace, nor has there been open dialogue on the issues. Meeting formats have not kept pace, nor has there been an analysis as to how to improve the HOD group as a functioning group. This clashes with the research literature that suggests middle ranking leaders see their prime accountability lines as being to their department members and not to the senior executive (Bennett 1999); and the vision being too often 'handed down' from the top and hence the opinion of the HOD being undervalued (Brown et al. 2000a). As discussed in Chapter 2, the theme of divided loyalties is a complex one. All of this suggests that a revitalisation of communication channels between HODs and their senior executive about the role of a HOD is crucial. For leadership to be dispersed throughout the school community, an effective redefinition of the role of the middle leadership is required. Any new role will need to be supported by appropriate PD that keeps HODs at the cutting edge for not only their subject discipline and pedagogy, but also with their team leadership and effective contribution to the vision of the whole school. Such a new role also requires the key leaders in the school community to be willing to allow change to occur.

As discussed in Chapter 2, for change leadership to occur, a framework is needed, and such a framework is usually embedded into the learning organisation's master plan. Such a master plan sets the educational pathways for the future. Learning organisations need a strategy for the future, and the role of middle ranking leaders is particularly important to the success of any plan. The Senge (1990, p. 14) phrase 'continually expanding capacity to create the future' provides a sound framework for any learning organisation seeking change. Argyris and Schön

(1996, p. 180) define organisational learning as including 'notions of organisational adaptability, flexibility, avoidance of stability traps, propensity to experiment, readiness to rethink means and ends, inquiry-orientation and realisation of human potential'. These characteristics constitute a HOD's creation of a vibrant learning culture for his or her department but within a broader corporate institutional culture.

To support HODs in this creation, the senior executive must communicate far more effectively. Darling-Hammond (1993, p. 74) stated, 'school reform must seek to develop communities grounded in communities of democratic discourse'. Because change creates tensions, a HOD has to balance personal, departmental and whole institution's needs, wants and aspirations to facilitate educational renewal. This change process will require effective communication, strong support and appropriate PD at the middle to higher ranking leadership position within a secondary school.

7.5 PROFESSIONAL DEVELOPMENT

The research findings showed HODs are actively seeking professional development support especially for the people-orientated dimensions of their position. The priorities are clearly leadership training, conflict resolution, team building of their Department members and appraisal of staff. These priorities increase the importance of human resource skills as part of the HOD leadership package. As outlined in Chapter 2, Turnidge (2002, p. 2) suggested that transformational leadership 'emphasises participation and reduces the differences in status between those who work in an organisation' and characterises transformational leadership by the four "I's", idealised influence (charisma); inspirational motivation; intellectual stimulation; and individualised consideration. Charisma and inspiration are very difficult attributes to acquire for a leader. They are also difficult challenges for any professional development program. A normal pathway is to focus on the intellectual stimulation element and individualised approach to people as a way to gain respect as a leader. Transformational leaders are the hub of a network: they take risks and create a model for change based on a shared direction.

Yet in the findings of this study there was little evidence of deep discussions on the complexities of influencing people by HODs. The HODs knew it was an area of PD need and frustration with the role, yet did not spend much time articulating the issues. This avoidance

highlights the implication that there is an urgent need for more specialised professional development with human resource leadership skills for HODs. As outlined in Chapter 4, Cumming (2000) challenged those involved in professional development to focus more on modelling innovative and engaging methods that enable teachers as adult learners to enhance their professionalism. Teachers need to own the professional development initiatives, and a departmental focus can be an effective way to create a culture of targetting specific needs relevant to their group or team of teachers. An important implication is that the HOD has a crucial role in forging this culture and that the HOD will require targetted PD to learn how to go about such a challenging task.

The other distinct professional development need for HODs is in the area of learning and teaching for all of their department members. HODs want to know how to monitor, encourage, develop and initiate good learning practices for all their department members. HODs want to meet with HODs from other schools to benchmark and learn from each other. They want quality PD that is relevant to their daily role and they want to reduce the distractions to their crucial educational leadership role. These distractions centre around administration, other school non-classroom duties, conflict resolution and the pressure of time.

As discussed in Chapter 7.1, time pressures on the role of being a HOD were clearly the number one barrier to any effective change from the current managerial or transactional approach to the business of being a HOD. Time pressures experienced by HODs are a consequence of the failure of schools to reconceptualise and refine their roles. It reflects an incremental growth in their role rather than a redefinition of it. As such, it is another aspect of the work intensification which has been noted in education over the past two decades. Solutions to the time pressures varied across many options, yet having reduced teaching duties was not generally favoured. The most popular choice was reduced administrative duties by the appointment of clerical and administrative para-professionals for a direct supportive role to the HOD. Surprisingly, no HOD sought a redefinition of the role as a way to reduce the considerable pressures of being in the 'middle'. This must be a pathway for the future, though, if we are to develop a clear understanding of the new requirements and expectations for the crucial linking position of a HOD.

Another PD implication is the challenge of working with adults, influencing adults and changing adult behaviours and attitudes. As discussed in Chapter 4, adult learners bring their own rich experiences and preferences for any organised PD methodology. Murphy (2004, pp. 2-3) suggested that for adult learners, a successful PD activity must 'fully engage' the adult learner as an active participant, draw upon past experiences and their current interests and energies, and relate directly to their day-to-day work. Such a list of attributes has implications for school staff assigned with the role of PD provision to teachers and for any leadership positions. Professional development for teachers should be designed by the PD team, with the intention of improving teaching practices, the distributed leadership goals of a learning organisation, and students' learning opportunities. The role of the HOD is crucial to the success of a PD program.

However, an implication of a solely individual professional development focus is that the benefits of teams (Gronn 2003) can be lost. As discussed in Chapter 4, the benefits of teachers within a group using their skills and attributes to advance the collective work of the school can be very powerful for substantial student achievement gains. The HOD has his or her focus on the development of the department, and hence PD must be extended to foster this team imperative and especially for the links to a collective approach across the school.

Leaders realise the importance of their own learning journey, yet the challenges of a collective approach, as outlined in Chapter 4, can be difficult. Professional development will need to be effective, targetted, challenging, purposeful, and require the development of leadership capability of many leaders, not just a few (Mulford, B 2003). Such PD is crucial for those in the middle of a learning organisation, such as a secondary school HOD. Despite the established importance of leadership training, there has been a surprising lack of studies focussing specifically on the professional development or leadership training needs of HODs. One UK study by Harris, Busher and Wise (2001, p. 140) into effective training for subject leaders had three key components for any approach. They were the need for reflection, the provision of an external agency to facilitate and nurture, and the need to link the workshop and the workplace. The best source of leadership wisdom, accumulated experience, practical expertise and authentic teacher learning is contained within each and every school. Too often PD is sourced from outside the school, yet a better focus would be to start from the most accessible reference point. This will require the senior executive to have greater PD and leadership guidance roles for the middle executive, the middle executive to reconsider their

leadership role and effect, and to target the best PD to enhance student learning by having better-led departments.

The HOD, as a leader in the middle with direct and daily influence on his or her team, must help establish the culture within the department for high-quality, professional learning. As outlined in Chapter 4, such high-quality, professional learning requires the following attributes: career-long development, data-driven, standards-based, contextualised, and coherent (Cumming 2004, p 17). The ultimate aim of teacher professional development is enhanced achievement for individual students, but individual student outcomes and how teachers teach each student are profoundly influenced by the organisations in which the students and teachers work. The sub-groups, such as an academic department within each organisation are important variables to the success of the school. This has implications for the leadership of the HOD and the PD required to adapt to the new expectations.

A clear implication of these PD findings is that the role of the Head of Department is rapidly changing. Educational change continues to occur at a rapid pace and the secondary school systems have been slow to change their traditional promotion positions. If schools could have the luxury of declaring all such promotional positions vacant and could start to rearrange their hierarchy in whatever way they wanted, would the position of Head of Department survive? If the answer was in the affirmative, it would sharpen the focus for the professional development requirements, expectations and directions for HODs. There would be a re-definition of the role of a HOD, and if HOD professional development changed, for the better, attitudes and behaviour of teachers within a department structure should improve. Departments being well led and having a strong professional teaching culture can only lead to good student learning outcomes.

7.6 EIGHT RECOMMENDATIONS

HODs are a group of school leaders in urgent need of revitalisation and renewal. A greater focus on the key middle leadership role of a HOD is crucial if we wish to improve student outcomes. HODs are crucial to the change agenda, for quality control and for motivation of front-line teachers. HODs are the engine for reform and secondary school senior executive leaders must communicate with them as a matter of urgency. School leaders must redefine the HOD role and expectations, improve the communication between 'middle' and the 'top' staff

and establish specific professional development that supports the new and exciting leadership role of being a HOD. HODs must be valued, nurtured and challenged. This research has sought to illuminate the issues for debate, outline specific PD targets for the HOD role, and illustrate possible directions for the future.

Eight recommendations are made for the consideration of independent, non-government secondary schools.

Recommendation 1

A redefinition of the role description of a HOD must occur. This process of redefining the role will require open and frank dialogue between the senior executive and middle leadership about some of the key issues raised by this research. These key issues include:

- (a) A clear statement of the expected leadership role for a HOD must be developed. Is the leadership role to be only transactional, with the resultant expectations and support? Or is a transformational whole of school leadership approach required as well? If a transformational approach is required, what aspects of and how will such an approach be supported? What is the balance between transactional and transformational requirements? Who will determine the mix of transactional and transformational leadership traits to create a compositional leadership role? How will the compositional leadership framework be determined? How will this hybrid role be supported with specific PD provision?

Simple transactional or transformational leadership theories and practices cannot apply in isolation to the complex role of a HOD. Whilst the HOD has always had a strongly transactional approach, the winds of educational change for distributed and transformational leadership have moved from the senior executive level to the HOD level. Clearly a hybrid leadership mix of transactional and transformational is required for the HOD role. Such a hybrid system has been labelled in this thesis 'compositional leadership'.

- (b) The clear articulation of the expectations of the respective roles of the HOD, the PDC and the senior executive in the pursuit of academic excellence for their school. This

statement of expectations will include the relationship of the HOD to the PDC and the importance of human resource operations for the HOD role.

Recommendation 2

As a result of a redefinition of the role of a HOD, a targetted, ongoing and supportive professional development program must be constructed for HODs. The prime areas for the initial phase of professional development are:

- (a) a focus on leadership styles, qualities and methodologies for any new approach to being a HOD
- (b) a strong emphasis on training for people issues for the HOD, for example, initial focus areas must be with staff team building, staff appraisal and conflict resolution between the various combinations of people, such as staff and student, staff and staff, and staff and parent
- (c) a review of recent research about learning and teaching so that a HOD can participate in academic transformational leadership targets for the school
- (d) an encouragement to HODs to foster greater strategic linkages between the individual priorities of departments and a whole-of-school approach via the priorities of the educational outcomes of the institution.

Recommendation 3

The delivery of professional development for HODs must emphasise quality rather than quantity. The PD must not only respond to identified needs, but also to other key stakeholders. Empirical data on the long-term effectiveness of PD courses and programs must be acquired as a matter of urgency. The trend is for more site-specific PD, but to date schools are reluctant to include formal evaluation measures to gauge the success of any new initiatives. Some schools have moved to having academic researchers in residence as a way not only to research and implement but also to evaluate any new approach.

Schools need to work together to provide opportunities for HODs across schools to discuss ideas, programs and strategies with the overall emphasis being on the role of a HOD. Clusters of schools would be a good starting point to achieve this goal. Shadowing programs for HODs, appraisal of departments in other schools, and small conferences where HODs discuss with peers their way of doing things are examples of getting HODs to think outside of not only their square, but the square of their school's approach to HOD leadership. Such PD opportunities also cater for the adult learning requirements raised in Chapter 4.

Recommendation 4

HODs must receive targetted professional development that supports both their role and the profession. The shackles of department structures with their inherent conservative forces, content-based foci, subject loyalties, interdepartmental jealousies and suspicions, and empire building tactics must be broken down by such targetted programs. A whole-of-school approach that has student-centred learning at the core is an urgent requirement.

Further evaluation of appropriate targetted professional programs for HODs is encouraged.

Recommendation 5

HODs must receive administrative support by para-professionals to free HODs from the mundane, routine and repetitive administrative role so that they can nurture the educational change, and the whole-of-school and people-focussed agendas. Schools could consider reducing the number of HODs and/or Assistant HODs to help offset the costs. The danger of this recommendation is that many HODs like the administration because it is safe and non-controversial. Because the new educational agendas are risky and fraught with strong and divergent opinions, targetted professional development programs to support these changes and the different priorities for a HOD are needed.

Recommendation 6

The senior executive of any secondary school must reappraise how they select, support, reward and encourage their HOD team. They need to develop effective communication

between the various executives. Senior executives should conduct an evaluation of the academic executive meeting agendas and the HOD role descriptions as a simple starting point.

The support, reward and encouragement element mentioned above should contain looking beyond the HOD level. There should be specific programs to encourage successful HODs to apply for senior positions in the secondary school system. There should be specific programs to encourage teachers to apply for HOD positions. Secondary school systems have relied too much on ambition rather than talent to fill such positions. The teacher numbers with ambition are falling, yet the teacher numbers with talent are rising. The current disillusionment with any promotion role is problematic, and this disillusionment is occurring at the very time a significant number of teachers in senior promotion positions will be retiring from the profession. A program for leadership succession planning is important for any school strategic plan.

Recommendation 7

The position of HOD, like senior executive roles, must be a fixed-time period (say five years) with a renewal option available. The position is too important in the current educational climate for educational leaders to occupy such a crucial change role in a neutral, bland, negative or administratively dominant way. For this to happen, clear role descriptions with indicators for success in that role are required. To evaluate success, a transparent and regular appraisal program is needed for the HOD to identify strengths, and note areas of need to help formulate personal and team development plans.

Recommendation 8

The current trend to appoint staff specifically for a human resource role, such as PDCs, is a positive one. As in Recommendation 7 for HODs, the PDC position must be for a fixed time period. This trend to have a PDC is often linked to a change agenda. Staff welfare, career path advice, professional development support, learning and teaching skills, team skills, legislative requirements, provision of staff rewards both tangible and intangible, appraisal processes that create light not heat and regular feedback for staff all combine in an important human

resource role. There must not be 'just' professional development coordinators, as this role needs to be much wider and much more inclusive with the heartbeat of the school. Change agents must walk the talk if they want respect and understanding. The PDC should be active in the PD provision for the HOD team. Further, more targetted research on the PDC is strongly supported.

7.7 CONCLUSION

In conclusion, this study has provided valuable research into the world of middle academic management within the independent, non-government secondary schools. The study has heard the voice of HODs, and that these people are our key head teachers, academic leaders or academic change agents. Yet senior executives have not stopped to listen to their story, their frustrations with the role, their priorities, and their analysis of their leadership strengths and weaknesses. Sykes (1996, p. 466) stated that teacher learning is the 'heart of any effort to improve education in our society'. The importance of teacher learning can be applied to the group of teachers who lead their fellow teachers in the academic pursuit of their school visions. As outlined in Chapter 2, the research of Silins et al. (2002, p. 287) emphasised four factors contributing to organisational learning as being 'a collaborative climate, promotion of risks, improving school practices and professional development'. This research study has highlighted that there is much to do to support, redefine and refocus the role of a Head of Department in our independent, non-government secondary schools. If we do this successfully, we can only improve the culture of schools and hence student outcomes.

Successful professional development of the academic leaders in an independent, non-government secondary school can only improve the learning culture of that school, with distinct benefits for all students. Other benefits include the successful implementation of appropriate educational change for the 21st Century, a less stressed, more motivated and satisfied teaching force, and an increase in the potential pool for higher leadership opportunities. In the quest for improvement in educational outcomes for students and schools, and in a climate of change, issues of 'leadership and management can no longer simply be seen as the exclusive preserve of senior staff' (Harris, Busher & Wise 2001, p. 131). Independent, non-government secondary schools are encouraged to redefine and develop targetted professional development programs for their Heads of Departments as a vital way to enhance educational outcomes for all students.

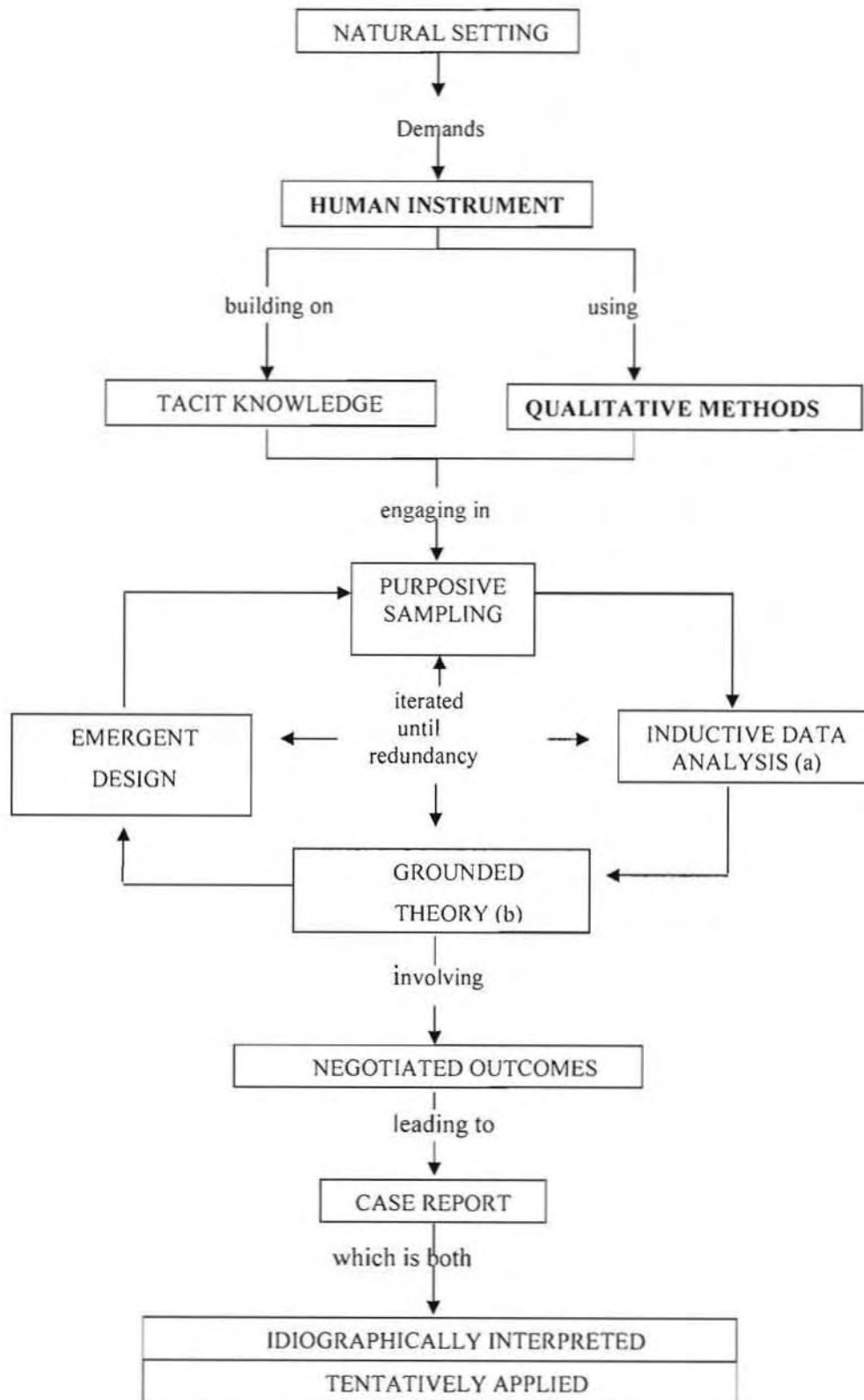
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APPENDIX 1 - A summary of Naturalistic Inquiry*

*Source: Lincoln & Guba 1985.



APPENDIX 2 SAMPLE INFORMATION/PERMISSION LETTERS

2.1 PRINCIPAL

<Principal>

<School details>

Dear <Principal>

I am to undertake a pilot study at six independent secondary schools, which aims to further explore the world of work of the Secondary Head of Department. It forms part of my Doctorate work and follows up on previous research into this area. This new work is being carried out under the supervision of Dr John Collard of the University of Canberra. Ethics approval for the project was originally given by UWS Nepean, however I have transferred to the University of Canberra and ethics approval has been provided.

I seek your permission to approach five of your staff. They are the Department Heads of English, Maths, Science, Information Technology and the member of staff responsible for coordinating the professional development program. I do need all five staff to agree to be interviewed for your School to be included.

Schools or staff will not be identified with the results or analysis.

The project title gives something of the flavour of my intended investigation:

'Heads of Department – Professional development requirements, expectations, directions and effectiveness'

Heads of Departments occupy a vital position in secondary schools, being 'linking pins' between classroom teachers, their departments/faculties and the executive of the school. I wish to explore the professional needs of this position, i.e. not the content element but rather the actual role of being a middle manager. I plan to focus only on Heads of English, Maths, Science and Information Technology Departments along with the Professional Development Coordinator for each School. This focus will provide a consistency of approach.

Participation of the staff is entirely voluntary, and there will be no adverse consequences if any staff decline to take part. All possible steps will be taken to ensure confidentiality and anonymity of responses, although there is a possibility that some comments may still permit identification. Staff may also choose to withdraw from the project at a later date if they so desire by contacting me (phone: 0417 272 595 or email: dmulford@webone.com.au) or Dr John Collard (phone 6201 2386, fax 6201 2263 or email johnc@comedu.canberra.edu.au).

If staff do decide to take part, they will be interviewed by myself at your School in a time suitable to you and the staff. Interviews will normally take 30 minutes to conduct and will be held over Semester 1, 2003. Previous experience with this topic has found it effective, non-threatening and even enjoyable for both parties. Interviews will be transcribed and transcripts securely kept under the sole control of myself for a period of five years and then destroyed. I anticipate that I will have a final report ready by early 2004, and you and your school will receive copies.

My feeling is that the Head of Department has been somewhat neglected in prior research, which has tended to concentrate on Principals, Deputy Heads and classroom teachers. I intend to make the findings of our project known through conference presentations, a report to AHISA and publication in education publications, through which I hope to influence policy making and procedures in this area.

If you would like your School to participate please fill out the tear off slip below and post or fax as convenient. Please keep a copy of this information/consent sheet for future reference.

Yours sincerely

DJ Mulford
ED. Student at University of Canberra

Dr J Collard
University of Canberra

March 2003

NOTE: This study has been approved by the University of Canberra Human Ethics Review Committee [Project No. 03/03]. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Secretary of the University Research Committee (tel: 62012466) (address: Room 1D85, Secretariat, University of Canberra, ACT 2601). There are three areas:

- (a) conduct of the project
- (b) your rights as a participant
- (c) University policy on research involving human participants.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Written Consent Form:

'Heads of Department – Professional development requirements, expectations, directions and effectiveness'

I,, of School give written consent for our staff, as outlined in the letters, to be interviewed if they give permission, as part of the above project.

.....

Signature

.....

Date

Post in the attached stamp addressed envelope to: Mr DJ Mulford, 6 Johnston Street, Narrabundah ACT 2604.

APPENDIX 2. SAMPLE INFORMATION PERMISSION LETTERS

2.2 HEAD OF DEPARTMENT

Dear <Head of Department>

I am currently undertaking a pilot study at six independent secondary schools, including yours, which aims to explore the world of work of the Secondary Head of Department. It forms part of my Doctorate work. This work is being carried out under the supervision of Dr John Collard of the University of Canberra. Your Principal has given approval for this project to take place. Ethics approval for the project has been given by the University of Canberra (Project number 03/03).

The project title gives something of the flavour of my intended investigation:

‘Heads of Department – Professional development requirements, expectations, directions and effectiveness’

Heads of Departments occupy a vital position in secondary schools, being 'linking pins' between classroom teachers, their departments/faculties and the executive of the school. I wish to explore the professional needs of this position. I plan to focus only on Heads of English, Maths, Science and Information Technology Departments along with the Professional Development Coordinator for each School.

Schools or staff will not be identified with the results or analysis.

Participation is entirely voluntary, and there will be no adverse consequences if you decline to take part. Your Principal will not be told whether or not you have decided to participate. All possible steps will be taken to ensure confidentiality and anonymity of your responses, although there is a possibility that your comments may still permit identification.

You may also choose to withdraw from the project at a later date if you so desire by contacting me (phone: 0417 272 595 or email: dmulford@webone.com.au) or Dr John Collard (phone 6201 2386, fax 6201 2263 or email johnc@comedu.canberra.edu.au).

If you do decide to take part, you will be interviewed by myself at your School in a time suitable to you. Interviews will normally take 30 minutes to conduct and will be held over Semester 1, 2003. Previous experience with this topic has found it effective, non-threatening and even enjoyable for both parties. Interviews will be transcribed and transcripts securely kept under the sole control of myself for a period of five years and then destroyed. I anticipate that I will have a final report ready by early 2004, and you and your school will receive copies.

My feeling is that the Head of Department has been somewhat neglected in prior research, which has tended to concentrate on Principals, Deputy Heads and classroom teachers.

If you would like to participate please fill out the tear-off slip over and post or fax as convenient. Please keep a copy of this information/consent sheet for future reference.

Yours sincerely

DJ Mulford
ED. Student at University of Canberra

Dr J Collard
University of Canberra

March 2003

NOTE: This study has been approved by the University of Canberra Human Ethics Review Committee [Project No. 03/03]. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Secretary of the University Research Committee (Tel: 62012466) (address: Room 1D85, Secretariat, University of Canberra, ACT 2601). There are three areas:

- (d) conduct of the project
- (e) your rights as a participant
- (f) University policy on research involving human participants.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Written Consent Form:

'Heads of Department – Professional development requirements, expectations, directions and effectiveness'

I,, of High School give written consent to be interviewed if they give permission, as part of the above project. I have read the above Information Sheet.

.....
Signature

.....
Date

Post in the attached stamp addressed envelope to: Mr DJ Mulford, 6 Johnston Street,
Narrabundah ACT 2604.

APPENDIX 3 - ROLE DESCRIPTION ANALYSIS FOR A HOD

- 3.1 School 1
- 3.2 School 2
- 3.3 School 3
- 3.4 School 4
- 3.5 School 5
- 3.6 School 6

The printed role description was collected and each aspect was placed into the following leadership framework:

- A = transactional role
- B = transformational role
- C = hybrid of A +B

Appendix 3.1

ROLE DESCRIPTIONS ANALYSIS FOR A HEAD OF DEPARTMENT

SCHOOL 1

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Hybrid of A and B
DUTIES OF HEADS OF DEPARTMENTS	
1. Timetable: Advise the Director of Studies on a) grouping of subjects b) use of classrooms c) use of Resource Centre d) allocation of teaching staff	A
2. Staff: In discussion with the individual teachers and the Director of Research and Staff Development work for the professional development of the teachers in the department.	B
3. Set Lists: When subject choices have been made, compile set lists and pass to Director of Studies before the end of Term 4 for the following year. During the year, approve all changes of sets.	A
4. Syllabus: In Term 4, issue syllabus for each Year for the following year, showing the order, where necessary, in which the sections of the work are to be taken and the date by which each section of the work is to be completed. Give copy to Director of Studies.	A
5. Teaching Supervision: a) Work programs of members of a department should reach the Head of Department by the beginning of each term and contain a detailed account of the term's work. b) Assist new members of staff with teaching methods. c) Hold meetings of members of department to discuss co-ordination of work, methods of presentation, progress of boys and their work.	C
6. Examinations: a) Name and inform teachers who are to set papers. b) Arrange for supply of special material (e.g. graph paper) c) Inspect papers set prior to printing. d) Arrange for marking and return of papers. e) Check results. f) Keep copies of papers set in departmental file. g) Be responsible for the quality of the exam.	A
7. Finance a) Annually, by the date fixed by the Bursar, submit to him itemised estimates of expenditure from revenue in following year, including text books and library books. b) On being informed of the departmental grant for the financial year, enter the amount into the departmental record book. From then on, record in the book all expenditure from this grant. c) Personally approve and sign all internal order forms and forward to the Bursar.	A

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Hybrid of A and B
DUTIES OF HEADS OF DEPARTMENTS (cont)	
8. Textbooks: On approval of the department budget for text books, orders should be placed through the staff member in charge of text book hire. The Head of Department is responsible for an Annual stocktake of Department Library and Text Book Hire books. (see note on TBH)	A
9. Curriculum: Consult the Director of Studies about subject/line offerings where necessary.	A
10. Excursions: a) Apply to Deputy Headmaster for dates and times. b) Arrange transport and food supply (packed lunches for boarders). c) Discuss with the Bursar the funding of the excursion. d) A week before the excursion, post in Common Room a list of teachers and boys taking part with time of departure and return (telephone numbers to be included) and notify parents and boarding housemasters in writing of these details.. e) Give instructions to boys. (These include order of dress.) f) If excursion involves School time, inform Deputy Headmaster and Director of Research and Staff Development of teachers to be relieved. (See notes on School Excursions – Procedures)	A
11. Resource Centre and Curriculum and Professional Development Centre: Advise Head of Resource Centre and Director of Research and Staff Development about books needed for these Centres and staff reference library. Purchases must be within the prescribed departmental budget.	A
12. Related Cocurricular Activities: Advise the Deputy Headmaster and Director of Cocurricular Program about arrangements concerning societies and other cocurricular activities connected with the Department.	A
13. New Members of Staff: Ensure that all new staff members in the Department are fully conversant with the following: a) Timetables b) Teaching places – classrooms, labs etc and provision of keys. c) Students in the sets they will be teaching. d) Arrangements for demotions and promotions. e) Assessment arrangements, staff meetings and parent/teacher evenings. f) Reporting and records. g) Textbooks, and the care of. h) Term's program. i) Setting of Prep. j) Teaching Aids – Audio Visual Section. k) Department Budget. l) Specialist books for the Library.	A
14. Report to Headmaster and Director of Studies: A report on the progress of the Department is required to be submitted to the Headmaster with a copy to the Director of Studies and Deputy Headmaster at the end of Terms 2 and 4 or otherwise as agreed with Headmaster. While the report is expected to be as broad-ranging and as individual as its author, it should address the matters from the School's Strategic Directions document. Guidance as to its structure can be obtained from the Director of Staff Professional Development.	A

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Hybrid of A and B
DUTIES OF HEADS OF DEPARTMENTS (cont)	
15. Reports and Assessments: Ensure that departmental staff meet deadlines for entering marks and writing reports. And check that distribution of grades A-E is appropriate for Assessments. Any variation from the prescribed distribution must be approved by the Director of Studies.	A
16. Departing Staff Members: Ensure that they meet all School commitments relating to departments before they leave.	A
17. HOD Checklist <u>Before Day 1 Term 1 – Start of Year</u> <ol style="list-style-type: none"> 1. Update set lists from information provided by Computer Systems Supervisor (CSS). 2. Issue set lists to all staff. 3. Post set lists on Department noticeboards. 4. Meet to clarify the 'direction' of the Department. 5. Liaise with new staff (No. 13 above). 6. Check text availability, room situation, furniture situation. 7. Check if a departmental meeting can be held within timetable and inform Director of Studies and Deputy of Headmaster of its time. 8. Determine who sets the exams. 9. Determine any changeover dates for appropriate sets. <u>Term 1 – Day 4</u> <ol style="list-style-type: none"> 1. Update sets lists from information provided by CSS and Director of Studies. 2. Provide set lists to CSS with changes made on original print out. <u>Term 3</u> <ol style="list-style-type: none"> 1. Start of Term 3. Examinations for Year 11 should be set and be given to HOD. 2. Examinations for Years 7, 8, 9 and 10 should be set, be given to HOD who leaves them for typing over the holidays. 3. Discussions will take place about staffing, curriculum and timetable for the following year. <u>Term 4</u> <ol style="list-style-type: none"> 1. Prepare TBH Budget 2. Courses of Study for the following year should be approved by the end of Week 14. 	A

Appendix 3.2

ROLE DESCRIPTIONS ANALYSIS FOR A HEAD OF DEPARTMENT

SCHOOL 2

CATEGORY	Researcher placing item into a leadership category. A = Transactional role B = Transformational role C = Hybrid of A and B
SUBJECT COORDINATORS (HODs)	
<p>_____ is a Catholic College in which Coordinators are responsible for translating _____'s Vision Statement and the aims and objectives of the College into practice through constructive leadership. As members of the middle management team, Coordinators play a vital role in creating a Spirited Learning Community.</p> <p>Coordinators are responsible to the relevant Assistant Principal and thus to the Principal for the leadership of an area of responsibility in accordance with College policies. Coordinators should be committed to a holistic approach to students' education, focussing on the development of the whole person – religious, intellectual, aesthetic, social, emotional and physical development – enabling the student to reach his or her full potential.</p> <p>Using a problem-solving approach, Coordinators strive to develop structures, procedures, relationships and methods that are grounded in gospel values and enhance and empower staff and students. Coordinators also strive for the development of the school's Catholic culture.</p>	<p>B</p> <p>C</p>
<p>RELIGIOUS LEADERSHIP AND PROMOTION OF A FAITH COMMUNITY</p> <p>In providing leadership in this area, the Coordinator shall:</p> <ul style="list-style-type: none"> • demonstrate an understanding of and commitment to the Church's mission in education; • contribute to the development of strong Gospel values in this Catholic College; • contribute to the partnership between pupils, staff, parents and Chaplain; • support the liturgical life of the College; • ensure that Catholic values are integrated into the curriculum; • ensure that policies and practices within the department reflect the values of the College Vision statement; • recognise and support the College's special mission to the socially, behaviourally, intellectually, economically or spiritually poor student. 	<p>B</p> <p>B</p> <p>C</p> <p>B</p> <p>B</p> <p>B</p> <p>B</p>
<p>PROVIDE LEADERSHIP IN TEACHING AND LEARNING</p> <p>In providing leadership in this area, the Coordinator shall:</p> <ul style="list-style-type: none"> • model excellent classroom teaching and learning practice; • foster enthusiasm and the development of a positive learning environment in their department; • ensure the quality of education in their subject areas by setting and expecting professional standards of teaching that reflect enthusiasm, effective preparation, a high correlation between approved course outlines, classroom content and student-centred learning; • assist staff in implementing appropriate behaviour management strategies in keeping with the College Code of Conduct. • supervise the delivery of vocational courses where appropriate. 	<p>A</p> <p>C</p> <p>C</p> <p>A</p> <p>A</p>

CATEGORY	Researcher placing item into a leadership category. A = Transactional role B = Transformational role C = Hybrid of A and B
SUBJECT COORDINATORS (HODs) (cont)	
COMMUNITY, COMMUNICATION AND TEAM BUILDING In providing leadership in this area, the Coordinator shall: <ul style="list-style-type: none"> • promote a Spirited Learning Community with other Coordinators and the Executive; • ensure communication to the school community is open, effective and appropriate; • be an active member of a particular Form, providing a link between the Forum Convenor and department members; • convene meetings with teachers in their department to enable planning and discussion. Agenda and minutes are to be forwarded to the Assistant Principal Curriculum after each meeting; • work with and support classroom teachers, enabling them to respond appropriately to individual circumstances and situations; • support teachers in the implementation of the Code of Conduct Policy; • liaise with school community, e.g. counsellors, RE, Education Support Unit, Year Coordinators etc; • inform teachers and supervise implementation of school policies and procedures; • provide support to staff allocated to their departments; • strive to develop relationships, procedures and methods that enhance and empower students and staff. 	B A A A A A A A A C
For Students: <ul style="list-style-type: none"> • encourage development of a spirit of learning and a pursuit of excellence appropriate to their capabilities and multiple intelligences; • encourage a sense of responsibility for their own learning and the desire to reach their potential; • liaise with the Assistant Principal Curriculum about students who are experiencing difficulties with their studies; • counsel individuals and organise referral as appropriate; • monitor attendance, appearance, application, behaviour and progress and intervene as appropriate in keeping with the College Code of Conduct; • encourage full participation in school activities; • inform students of their rights and responsibilities regarding assessment procedures and appeals; • facilitate student appeals and complaints appropriately. 	B B A A A A A A
For Parents: <ul style="list-style-type: none"> • maintain open communication with parents and respond to parental concerns; • keep records of parental queries and follow up action. 	A A
PROFESSIONAL DEVELOPMENT In providing leadership in this area, the Coordinator shall:	
<ul style="list-style-type: none"> • ensure personal professional development in current educational issues and in their own curriculum area; 	C
<ul style="list-style-type: none"> • maintain membership of appropriate professional organisations; 	A
<ul style="list-style-type: none"> • contribute at whole school level to the College's professional development activities; 	C
<ul style="list-style-type: none"> • establish needs and implement professional development within their faculty; 	A
<ul style="list-style-type: none"> • organise the induction of both beginning teachers and newly appointed teachers and provide ongoing support; 	A
<ul style="list-style-type: none"> • assist teachers in developing an individual professional development plan. 	A

Appendix 3.3

ROLE DESCRIPTIONS ANALYSIS FOR A HEAD OF DEPARTMENT

SCHOOL 3

DUTY STATEMENT SUBJECT COORDINATOR

CATEGORY	Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Hybrid of A and B
Under the direction of the Principal and Assistant Principals the Subject Coordinator will be expected to:	
1. Coordinate the design, development and implementation of courses in the subject area appropriate for the different levels of the school.	A
2. Liaise with Assistant Principals, the Head Librarian, the Curriculum Committee and the appropriate sections of the ACT Schools Authority regarding the nature and registration of these courses.	A
3. Organise evaluation of courses and the implementation of necessary changes.	C
4. Organise, document and supervise specific assessment programmes and ensure that records are kept.	A
5. Organise teaching programmes for teachers and assist teachers in the development of their programmes.	A
6. Ensure assessment outlines of completed work are maintained by each member of the Department.	A
7. Prepare a budget for the Department and control subsequent expenditure in consultation with the Business Manager.	A
8. Requisition text books in consultation with the Book Hire Manager.	A
9. Liaise with Year Coordinators on matters of student performance and take action where necessary.	A
10. Ensure adequate safety measures are devised and followed in subjects where safety is a special concern.	A
11. Facilitate professional development of staff within the Department by: <ul style="list-style-type: none"> • organising regular Department meetings • keeping staff aware of current trends in their teaching area • ensuring staff participation in suitable in-service and academic courses • encouraging staff membership of professional associations and attendance at meetings of these bodies 	C
12. Assume a training and advisory role for teachers in the Department, especially the inexperienced.	A
13. Participate in assessment procedures for staff on probation and other Department members, as required by the Principal.	A
14. Advise and supervise any assistants or teacher aides attached to the Department.	A
15. Foster community atmosphere among the staff and in the school.	B
16. Undertake a teaching load.	A
17. Participate in the AST process according to the system set up by the school. Working closely with the applicant before the application is made can be particularly fruitful.	A
18. Undertake other duties as required by the Principal.	A

Appendix 3.4

ROLE DESCRIPTIONS ANALYSIS FOR A HEAD OF DEPARTMENT

SCHOOL 4

HEADS OF DEPARTMENT/SUBJECT COORDINATORS

CATEGORY	<p>Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Hybrid of A and B A = Transactional role B = Transformational role C = Hybrid of A and B</p>
<p>PREAMBLE In the appointment of personnel to these positions, the Head of School delegates the responsibility for promoting, directing and coordinating the efficient and effective operation of a Subject Department. The operation shall be within the Mission Statement of the College and within the ethos of a Catholic School.</p>	C
<p>As a Catholic School, _____ is committed to the development of departmental programs which produce a broad and rigorous education. This education will conform to the principles of a good, sound, general education in which gifts, talents and aptitudes will be fostered.</p>	B
<p>The authority of the Heads and Coordinators extends to those teachers, courses and phases of school administration operating under the auspices of their specific department in the secondary school.</p> <p>The basic aim of the Heads of Departments and Subject Coordinators is to concern themselves with the quality of education in harmony with the overall Mission of the College.</p>	C
<p>On an individual basis, each Head of Department/Subject Coordinator is responsible for excellence in his/her department, and eventually for the overall academic excellence in the school</p>	C
<p>1. GENERAL It is the responsibility of the Head of Department/Subject Coordinator to:</p>	
<p>1.1 maintain, develop and promote the academic curriculum of _____;</p>	A
<p>1.2 provide educational leadership for the Department and be an example across the College as a leader;</p>	C
<p>1.3 facilitate intra-College coordination by regular reporting to and consulting with: 1.3.1 the Dean of Studies 1.3.2 members of the College Executive</p>	A
<p>1.4 direct and supervise the use, maintenance, fitting out of the Department: 1.4.1 to inventory all equipment, supplies and resources 1.4.2 to ensure that equipment is maintained at an adequate level to facilitate practical lessons where such lessons are required by the curriculum.</p>	A
<p>1.5 determine with the Head of Library Information Services, after consultation with relevant departmental staff, the selection of books and audio-visual materials for the Department.</p>	A
<p>1.6 authorise expenditure on equipment and resources according to the annual budget.</p>	A
<p>1.7 develop a departmental budget proposal.</p>	A
<p>1.8 authorise minor expenditure by teachers.</p>	A

CATEGORY		Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Hybrid of A and B A = Transactional role B = Transformational role C = Hybrid of A and B
2. CURRICULUM The Head of Department/Subject Coordinator has the responsibility to:		
2.1.	be instrumental in developing, implementing and evaluating teaching courses/units.	A
2.2	specify policy, aims and objectives for each Year group and/or Course.	A
2.3	produce and maintain unit outlines and unit registers.	A
2.4	evaluate current courses and make recommendations for curriculum revision and upgrading.	A
2.5	ensure that the requirements of the ACT educational panels are met.	A
2.6	undertake course writing where necessary.	A
2.7	Assist the Dean of Studies and the Assistant Dean in:	A
2.7.1	timetabling and classes	
2.7.2	teacher placement	
2.7.3	timetabling of excursions	
2.7.4	generating end of year Course Scores for Year 12 students.	
3. STAFF The Head of Department/Subject Coordinator will maintain effective contact at all times with staff in order to be available to teachers, to discuss with them and assist them to achieve the aims and objectives of the courses. Accordingly, he/she will:		
3.1.	hold regular meetings with his/her Department.	A
3.2	supply Minutes of these meetings to the Dean of Studies	A
3.3	coordinate and assist teachers in formulating their teaching strategies and assessment procedures.	A
3.4	be thoroughly aware of the courses and of the manner they are being implemented by his/her staff.	A
3.5	facilitate the setting of examinations, marking of papers, and the computation, recording and updating of results.	A
3.6	encourage, and give direction and assistance to, teachers within his/her Department at an individual level.	A
3.7	foster a professional approach to the teaching of his/her subject at the College by:	A
3.7.1	keeping abreast of current developments in his/her area of specialisation	
3.7.2	evaluating textbooks and other instructional materials for replacement or updating	
3.7.3	making known to staff such matters as:	
3.7.3.1	new publications	
3.7.3.2	new materials	
3.7.3.3	inservice training courses.	

CATEGORY		<p>Researcher placing item into a leadership framework.</p> <p>A = Transactional role B = Transformational role C = Hybrid of A and B</p> <p>A = Transactional role B = Transformational role C = Hybrid of A and B</p>
STAFF (cont)		A
3.8	facilitate the professional development of teachers in conjunction with the Assistant Head – Staff by:	
3.8.1	conducting internal inservice courses	
3.8.2	recommending participation in external inservice courses	
3.8.3	ensuring the opportunity is available for teachers to share experience and resources	
3.8.4	promoting active membership of professional associations	
3.8.5	encouraging teachers to upgrade their professional qualifications through formal study.	
3.9	participate in the selection process of new teachers as appropriate to the number of applicants for the teaching positions.	A
3.10	give special attention, assistance and support to new/young/beginning teachers in the early years of their careers.	A
3.11	evaluate personnel working under his/her supervision as requested by the Head of School or Dean of Studies	C
4. STUDENTS		
The Head of Department/Subject Coordinator will:		
4.1	work with the Studies Office	A
4.1.1	producing College Handbooks	
4.1.2	writing the assessment procedures for students in all Years/Courses	
4.1.3	recommending courses or change of courses for students	
4.1.4	producing and maintaining class lists for each Year/Class/Course	
4.1.5	providing the necessary information to service the timetabling needs of the College.	
4.2	counsel/encourage students when need be.	A
4.3	recommend students who could be well served by the Special Education Department.	A
4.4	ensure computer files are up to date and accurate.	A

Appendix 3.5

ROLE DESCRIPTIONS ANALYSIS FOR A HEAD OF DEPARTMENT

SCHOOL 5

RESPONSIBILITIES - HEADS OF DEPARTMENT

CATEGORY		<p>Researcher placing item into a leadership framework.</p> <p>A = Transactional role</p> <p>B = Transformational role</p> <p>C = Hybrid of A and B</p>
<p>Heads of Department exist primarily to provide academic leadership in their acknowledged field and to maximise the effectiveness of the teaching under their responsibility. Such leadership inevitably involves some routine administration although 'coordination' should not be seen as the full extent of the role.</p> <p>Heads of Department will assist the Head of School and Executive staff in the general development, organisation and day-to-day running of the College.</p> <p>Specific responsibilities are as listed below:</p>		
1. Staffing		
1.1	Advice to the Head of School and Deputy Head – Academic of the disposition of teaching staff throughout the year groups and subjects.	A
1.2	Advice to the Head of School on the selection and appointment of new staff to the department.	A
1.3	Supervision of teaching methods and programmes used. Regular appraisal of teaching staff within the department. Advice to the Head of School on these matters.	A
1.4	Encouragement and assistance with professional development of all members of the department.	C
2. Syllabus		
2.1	Design and development of teaching programmes for each area, topic by topic.	A
2.2	Evaluation of topic programmes.	B
2.3	Central maintenance of all records relating to programmes and registers.	A
2.4	Setting and marking of examinations and other assessment instruments.	A
2.5	Developments in external syllabus requirements.	A
3. Timetabling		
Advice to Head of School and Deputy Head – Academic on:		
3.1	Matters relating to the preparation of the general timetable and the examination timetable.	A
3.2	Grouping of subjects.	A
3.3	Deployment of rooms and facilities.	A
4. Purchasing and Stock		
4.1	Advice to the Head of School on budgeting requirements, both recurrent and capital.	A
4.2	Control of budget allocation.	A
4.3	Coordination of books and materials selected for purchase.	A
4.4	Recommendations to Librarian for purchase.	A
4.5	Maintenance of departmental inventories.	A

CATEGORY		Researcher placing item into a leadership framework. A = Transactional role B = Transformational role C = Hybrid of A and B
5. Students		
5.1	Allocation of students to sets/streams.	A
5.2	Monitoring and response to ensure individual student progress.	A
5.3	Assessment of extension and remedial programmes as appropriate.	A
5.4	Assistance with discipline of students as referred by members of subject department.	A
6.	Control and regulation of excursions and other activities within the aegis of the department.	A
7.	Advice to the Head of School on the design/improvement of specialist accommodation.	A
8.	Responsibility for day-to-day routine and ad hoc duties, as rostered.	A

Appendix 3.6

ROLE DESCRIPTIONS ANALYSIS FOR A HEAD OF DEPARTMENT SCHOOL 6

No role description was provided to the HODs.

APPENDIX 4. INTERVIEW SURVEY QUESTIONS

4.1 HEADS OF DEPARTMENT (HOD)

A. Closed Respondent Data

(i)	Age	_____
(ii)	Sex	M/F
(iii)	Years of teaching experience (this School/Total)	/
(iv)	Years as HOD (this School, total)	/
(v)	Qualifications (highest held)	_____
(vi)	Either Department HOD or Professional Development Co-ordinator (PDC)	E/M/S/I.T PDC
(vii)	School – girls, co-educational, boys - Catholic, Protestant, Other	G/C/B C/P/O
(viii)	Do you have a written job description for being a HOD? (copy collected)?	Y/N Y/N
(ix)	Are you studying for a higher degree at present? If yes – State degree	Y/N _____
(x)	Is your appointment as a HOD for a fixed time period? If yes – what length?	Y/N _____
(xi)	Do you have a formal appraisal system for being a HOD?	Y/N

INTERVIEW QUESTIONS

B) Guided Questions for quantitative analysis

The following items are derived from a previous study into the role of HOD. Indicate on the scale where you place each item for YOUR professional development needs as a HOD.

(i) Curriculum

	Low need		High need		
	1	2	3	4	5
• Curriculum changes					
• Provision of resources for the syllabus					
• Outcomes assessment					
• Teaching/Learning techniques					

People

	Low need		High need		
	1	2	3	4	5
• Leadership training					
• Conflict resolution (e.g. staff, parents)					
• Team building of Department members					
• Appraisal of staff					

HOD Management

	Low need		High need		
	1	2	3	4	5
• Allocation of your time to the various HOD tasks					
• Dealing with diverse demands					
• Ability to effectively delegate					
• Budget/Financial issues					

(ii) Indicate on the scale:-

a) the degree of involvement that each category currently has with your professional development needs as a HOD

b) the degree of influence in your view that each of the assigned groups should have with the delivery of professional development specifically for the role of a HOD

	(a) <u>Degree of current involvement with HOD Professional Development</u>					(b) <u>Influence recommended for HOD Professional Development</u>				
	No Involvement				Large Involvement	No Influence				Large Influence
	1	2	3	4	5	1	2	3	4	5
• Senior Executive of your current school										
• Personal initiative										
• Association of Independent Schools										
• Professional organisations e.g. ACE, ACEA										
• Subject Associations										
• Private enterprise Conferences										
• Other – state:										

C) Open Ended Questions for qualitative analysis

- (i) What were the last two professional development activities that you undertook that was of direct benefit to your HOD role?

Program/Activity	Timing (Year)
1.	1.
2.	2.

- (ii) What should the School's role be with the provision of professional development for the specific position of being a HOD.?

- (iii) What format (e.g. timing of activity, style of presentation, location) do you prefer for the delivery of professional development for your role as HOD?

- (iv) What are the major barriers to you in achieving a satisfactory professional development program for your role as HOD?

- (v) Does your job description for being a HOD include a professional development requirement? YES/NO.

If YES, outline what it is.

- (vi) Are there any other issues you wish to raise about your professional development needs as a HOD?

APPENDIX 4. INTERVIEW SURVEY QUESTIONS

4.2 PROFESSIONAL DEVELOPMENT COORDINATORS (PDC)

A. Closed Respondent Data

(i)	Age	_____
(ii)	Sex	M/F
(iii)	Years of teaching experience (this School/Total)	/
(iv)	Years as PDC (this School, total)	/
(v)	Qualifications (highest held)	_____
(vi)	Department HOD or Professional Development Coordinator (PDC)	PDC
(vii)	School – girls, co-educational, boys - Catholic, Protestant, Other	G/C/B C/P/O
(viii)	Do you have a written job description for being a PDC? (copy collected)?	Y/N Y/N
(ix)	Are you studying for a higher degree at present? If yes – State degree	Y/N _____
(x)	Is your appointment as a PDC for a fixed time period? If yes – what length?	Y/N _____
(xi)	Do you have a formal appraisal system for being a PDC?	Y/N

INTERVIEW QUESTIONS

B) Guided Questions for quantitative analysis

The following items are derived from a previous study into the role of HOD. Indicate on the scale where you place each item for YOUR professional development needs as a HOD.

(i) Curriculum

Low need High need

1 2 3 4 5

- Curriculum changes
- Provision of resources for the syllabus
- Outcomes assessment
- Teaching/Learning techniques

People

Low need High need

1 2 3 4 5

- Leadership training
- Conflict resolution (e.g. staff, parents)
- Team building of Department members
- Appraisal of staff

HOD Management

Low need High need

1 2 3 4 5

- Allocation of your time to the various HOD tasks
- Dealing with diverse demands
- Ability to effectively delegate
- Budget/Financial issues

(ii) Indicate on the scale:-

b) the degree of involvement that each category currently has with the professional development needs of a HOD

b) the degree of influence in your view that each of the assigned groups should have with the delivery of professional development specifically for the role of a HOD

	(a) <u>Degree of current involvement with</u> HOD Professional Development					(b) <u>Influence recommended for</u> HOD Professional Development				
	No Involvement 1	2	3	4	Large Involvement 5	No Influence 1	2	3	4	Large Influence 5
• Senior Executive of the school										
• Personal initiative										
• Association of Independent Schools										
• Professional organisations e.g. ACE, ACEA										
• Subject Associations										
• Private enterprise conferences										
• Other – state:										

C) Open Ended Questions for qualitative analysis

- (i) What were the last two professional development activities that the School undertook that was of direct benefit to the HOD role?

Program/Activity	Timing (Year)
1.	1.
2.	2.

- (ii) What should the School's role be with the provision of professional development for the specific position of being a HOD?

- (iii) What format (e.g. timing of activity, style of presentation, location) do you recommend for the delivery of professional development for the role of the HOD team?

- (iv) What are the major barriers to you as the PDC in achieving a satisfactory professional development program for the HOD team?

- (v) Does your job description for being a HOD include a professional development requirement? YES/NO.

If YES, outline what it is.

- (vi) Are there any other issues you wish to raise about the professional development needs of your HOD team?

APPENDIX 5	INTERVIEW TRANSCRIPTS FOR EACH RESPONDENT
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These are the transcribed recordings of the five interviews at each of the six schools. The first letter is the code of the school and the second letter the subject or title code (E = English, M = Mathematical, S = Science, I = Information Technology, P = Professional Development Coordinator).

5.1	School 1	5.1.1	CE1
		5.1.2	CM2
		5.1.3	CS3
		5.1.4	CI4
		5.1.5	CP1
5.2	School 2	5.2.1	SE1
		5.2.2	SM2
		5.2.3	SS3
		5.2.4	SCI4
		5.2.5	SP1
5.3	School 3	5.3.1	DE1
		5.3.2	DM2
		5.3.2	DS3
		5.3.4	DI4
		5.3.5	DP1
5.4	School 4	5.4.1	ME1
		5.4.2	MM2
		5.4.3	MS3
		5.4.4	MI4
		5.4.5	MP1
5.5	School 5	5.5.1	OE1
		5.5.2	OM2
		5.5.3	OS3
		5.5.4	OI4
		5.5.5	OP1
5.6	School 6	5.6.1	FE1
		5.6.2	FM2
		5.6.3	FS3
		5.6.4	FI4
		5.6.5	FP1

5.1 SCHOOL 1

5.1.1. HOD CE1

(i) PD activities

- Conferences run by the NSW Board of Studies on the HSC (at Queanbeyan) on:
 - a) English
 - b) Assessment – standard referencing
 - c) New HSC focus – 1 day each.

(ii) School's role

- I've been thinking about this.
- * - Produce a handbook called 'things a HOD should know' or 'strategies for being an effective HOD'. These would include elements of the role and what the school demands of the HOD – all the deadlines etc, all those things specific to the school – that could be handed to each HOD as they became a HOD.
- I know that a recently appointed HOD had a cyclical meeting with the Director of Studies – that was never offered to me – I don't know why – it is important to understand the routines very quickly.
- The school providing professional development activities is a tricky one – they have to identify them – I don't think that they are being offered – so that the school has got a bit of a problem.
- I would like to talk about HOD meetings in this school – HOD meetings could be part of the PD of the HODs.
- * - The school should be aware of conflict resolution and how difficult it is - not only with staff but with parents – it will sound like boasting but I do it quite well now, but when I first started it was a nightmare – I have now got a series of things that work, when I go it will be lost.
- * - I learnt the first thing is to say that I will ring you back – it gave me time to list all things I had to say/do – a checklist – I taught that to myself – when I go that will go to.

- There are a whole host of things that could happen in-house, but I will mention that terrible word time.

(iii) Format

- For me – I don't like group work.
- I like to hear people talk about what works and why and lots of people in the one day rather than coming back and back.
- Conference (weekend might be interesting) – 1 full day then the second perhaps in groups – this is what works for me and why – this is what I think of the problems and why.
- I want to write a paper for our HOD team but I have not had the time to do it.
- About the role, HODs is our new environment.
- At HODs meetings we hear so many points of information – points with that – why don't we talk about:
 - (a) strategies for dealing with difficult staff members
 - (b) strategies for students in Year 11 who are not working
 - (c) strategies for spread sheets
 - (d) we would all learn from each other – we all cope with similar things.
- Email can be used for admin.
- HODs in-house plus outside experts – much can be done in-house if properly planned.

(iv) Barriers

- Time.

R How solved?

- You cannot reduce teaching and you cannot reduce the admin.
- * - Teaching keeps you in contact with students (it keeps you human – it keeps you sane).
- In a school like this, a HOD should not do cocurricular (valuable time could be found here).
- School has to work out what is the best balance.
- A lot of professional associations are just not offering courses for HODs – specifically for subjects – networking etc.

(v) **Other issues**

- It (PD for HODs) is not the top of my awareness list. 'I don't say to myself that I am not professionally developing as a HOD' – perhaps I should.
- Biggest frustrations – personality clash of one person on the senior executive.
- Time.
- Size of staffroom for faculty members plus classrooms. We are like peas in a pod.
- The minute you get one staff member who does not get on in a staffroom, you have problems – we had one but we have got rid of her – just gone.
- Now got a calm room – everybody on task and respecting others.
- Learning about teaching the subject is intense in a good staffroom – collegiality can be so strong – provision for staff – staff are the department – a HOD must be in the staffroom with their staff.
- You can't prepare or work at school when you are a HOD.
- Housemasters are perceived to be higher up the pecking order than HODs in our system – but resentment cannot be allowed to build up.

5.1 SCHOOL 1

5.1.2 HOD CM2

(i) PD Activities

- Julia Aitken as a mentor (school coordinates this ongoing consultant role).
- Continuous mentor role.
- I have a lot to do with talking to other HODs in the school – I fairly achieve in asking them what do they do in certain circumstances – collegial support – ongoing – definitely about the role.

(ii) School's role with professional development for a HOD

- Outside mentor.
- Specific mentor – another HOD (I asked for one last year and got one).
- Encouraged to attend AIS leadership professional development in NSW.
- Nice if they could organise seminars for HODs on things such as conflict resolution/budgeting etc.

(iii) Format

- Ongoing is best for me as you can deal with things as they crop up.
- Workshops – on certain things are relevant.
- AIS one has been recommended.

(iv) Barriers

- Time

R How solved?

- Less administration – my biggest problem is the lack of admin support.
- * - I could not do any less teaching – I need to keep contact with what I am trying to manage.
- Less admin – could be done by a clerical support, e.g. Competitions.
- I have 1 Assistant HOD (2ppc).

(v) **Other issues**

Professional Development needs/ideas/suggestions

- Specific issues as HOD of Maths Department that I probably like to see how you can get together with other HODs of Maths Departments.
- AIS (?) Dinner for HODs of Maths Department – would be useful.
- The whole functioning of our HOD team is an issue and is undergoing a considerable amount of work.
- We have a new leadership model – yet the HODs team is not operating effectively because:
 - (a) too many people attend the meetings
 - (b) regularity of the meeting
 - (c) meetings bogged down with administration and we never get on to really meaty issues
- As a result – when I put an important item on the agenda that we never get to – I organised a lunch time meeting for it to be discussed.
- * - There is no opportunity for us to engage in serious dialogue (this is not our development but development of the leadership team).
- Understanding that our needs to share our ideas and how to help our staff move forward requires a different type of forum to the type that we have been operating to in the past.
- * - I have been so frustrated as a new HOD – for me coming to the HODs meetings – like ‘come on’ – I have got groups together – let’s have lunch together – the initiative was always coming from me – it would be nice if someone was facilitating it elsewhere as well.
- Need to engage in the big issues as a HOD team – can’t get better PD as a HOD than that.
- I feel frustrated as a HOD yet it is really an exciting time.

5.1 SCHOOL 1

5.1.3 HOD CS3

(i) PD activities

- HOD 1. Scan - 2 a term
- 'only one of significance in the last year'
- * - SCAN – Science Association

(ii) School's role

- HOD 1. Specifically, management skills are things which one needs to sharpen because people change and their expectations change – generation X, Y – school has done nothing to prepare HODs for all of that.
2. We do need to interact with other HODs in the same area – same issues. Perhaps I should be proactive organising this – day with other schools – meet with HODs – during holidays would be a good time – I think HODs would to that.

R 'What would be on the agenda?'

- Subject specific, e.g. for Science – Occupational Health and Safety Syllabus changes, equipment costs.

(iii) Format

- Joint HOD meeting with other schools.
- Holiday (1 day).
- Or '2 half days are better than 1 day'.
- Part of organisations.
- Private sector can tailor management skills, PD, ideas about management.

R 'Would you want to come in and do this with the CGS team?'

- Yes – that would be good.
- Advantage – one colleague as HOD would hear the same message (same message presented).

(iv) **Barriers**

- Time

R 'To save time either less teaching or less admin time or what?'

- How would the school create that time?

HOD - 'School does not need to create the time because the time is available'.

- Need to organise things during the long spells when we are not teaching.
- But not to compress it into 1 day immediately before term starts which must be the worst day in the year to do it.
- Nothing here you didn't know.

(v) **Other issues**

Professional Development for HODs

R Requirement for staff – no (except for compulsory staff days)

- In the public service you are forced to go if you are Head of a Section to a day – explore the issues – management – find out what colleagues like or dislike – we do not do anything like that – I think I suspect that we do not want to know.

R Recommendations

- More on going.
- More use of outside facilitators.
- * - We assume that we have expertise in all sorts of areas but we don't or we exaggerate our own.
- Developing better leadership skills and people skills is not one thing that school administrators have – there are professionals who do.

R Julia Aitkin?

- Better specialisation than Julia.
- Getting HODs together.
- Lecture style – profession of 'theories of management'.

R Is this never an issue for discussion?

- No – HODs meetings – always on curriculum rather than people (or students not staff).
- Cocurricular load is too much of a burden (too much time taken).
- Cannot take PD in a block 'need knowledge to age'.
- Discussions in a non threatening way on these issues.
- There is a lot of HODs.
- Presence of hierarchy is intimidating to some HODs at the HODs meeting (say things to you afterwards that would have been better said at the meeting).
- Some do not like to disturb the boss (I've never had that problem).
- Never been a conversation on the HOD.
- No orientation to the role of HOD.

R training for HOD - Encouragement to train

- There isn't.
- * - It is something that I am conscious of.
- We don't plan succession.
- Should be training people within.

R HODs stay too long

- HODs of quality.
- If no good – they have not lasted long.
- Stressful role if you expect to be an expert on everything.
- Some do – and it is a problem.
- Lab technicians are vital (you can't upset lab technicians)
- Must be comfortable to delegate.
- Some HODs are micro-managers – give something to someone and need to check everything.
- It is a problem – tell me – otherwise I do not want to know.
- Need a willingness to say it's my fault if something goes wrong that you have delegated.

5.1 SCHOOL 1

5.1.4 HOD CI4

(i) PD Activities

- Visit to another school – not specifically as a HOD – to look at technology.
- I got a great deal out of it in terms of their program learning how to learn – went with three other colleagues. I always do PD with others – the trip home is as useful as what you do at the venue.
- Not specifically HOD but J Aitkin course but overlap – large numbers.

(ii) School's role

- Responsible to all members of staff for ongoing and targetted PD.
- HODs should feel that they are adequately developed to be able to meet the needs.
- Must be targetted – a lot of PD is not well targetted – Schools need to identify their core values/beliefs – we need to spend time training people so that they are in line with those core values and beliefs.
- A lot of big schools do not communicate those beliefs – do not communicate to HODs – they do not communicate down the ranks – I am a great believer in the role of HODs – they are the intermediary between the classroom teacher and the executive of the school.
- We need to sell to HODs where we believe where we are going and then give them the PD to carry that out.
- I believe being a HOD is a difficult job because it is assumed that you do a budget, help first year out teachers, and handle disciplinary problems.
- When they come up – it is an onerous position yet it is assumed that because you have been a good teacher for 10 years or 15 years, that you can do these things – you can be appointed to a HOD without really saying how many skills are different to what you have been doing, and given PD for that.

(iii) Format

- Prefer PD that is led by people doing the job themselves, to be honest.
- Not a fan on the expert from the University who has written 4 textbooks on the topic but actually has not been in a classroom for 20 years.
- I like going to other schools – extremely valuable to see the way other schools are doing things.
- * - I like visiting people doing the equivalent role to me – I come away with a whole new perspective on what you can do.
- * - I'm quite big on getting out of the school.
- Presentation – we need to see a number of types of presentations – we are probably all sick of the power point presentations.
- I like talking to people from other schools.
- I like to talk to HODs from other schools.

(iv) Barriers

- Not many barriers at this school – at all levels.
- We are well resourced, send interstate.
- We have a very good structure.
- PD coordinator always willing to sit and listen.
- There are administration issues, e.g. What do I do about my classes?
- It is a real balancing act – we would all like to go out of the school more often – be more exposed – but lets face it – we all teach – we have HSC classes that we have to leave – we have people dependent upon us and I think that at this school when we ran PD courses that took people out of the classroom 5/10/15 at a time the dislocation to the school was horrendous and they have faulted for those very reasons.
- Schools need to be a little more innovative in the way they approach. Some people do not like to be taken out of the school setting – does that mean that they are not exposed to that PD? Examples:
 - (a) With IT there is a need for staff PD. Last year we tried to do some in school time and we bought in bulk relief teachers but teachers said that they loved the PD but they did not want to leave their classes – so then you look to after

school, yet on any day there is a host of cocurricular activities – so they can't do that – yet on the other days they have family commitments and people have said to me what are you going to do about that? – I run them in the evenings/after cocurricular/try to offer some during the day for those with 1 or 2 periods off.

Clearly there are going to be some people who cannot avail themselves – it is a small number I believe and we try to reduce it to a minimum – for some none of our arrangements will work.

We look to other ways, e.g. the days before school goes back or that has not proven to be successful in most schools either. Saturday sessions? It is a juggling act. People have busy family lives and they deserve their family life as it is that that keeps them sane but there is obviously a need to provide PD for staff.

- b) HODs? - look at releasing them in blocks of time – not all of them can be involved – difficulty with that – one of the benefits is when we all get together to debrief what we saw.

It is a delicate balancing act – we do have a school to run – the core value of a school is to teach kids – equally important to the responsibility of the school to develop staff.

(v) Other issues

- I am so heavily involved with the PD of staff due to my IT role, I feel I need to keep abreast of things/developments.
- It is one of the onerous roles – all staff – there are very diverse views re: technology.
- We have a committee approach to PD here – feedback needs – we do IT in house – a big plus – we are teaching our colleagues – they are much more receptive to hearing things from people that they know.
- No one (which could be a good or bad thing) who comes to me and says 'have you considered undertaking something in this?'.

- This school – we are blessed because we have the resources – we have a separate IT budget for PD (\$50,000).
- There has never been anything that I have asked for that they have said no to.
- We are lucky regarding PD because we see that PD for staff is so important.
- Our areas of problems are the same in other schools – how do you physically find time for people to undertake PD when they are undertaking very busy teaching roles and administration jobs.

R Where do you find time?

- HODs get their strength from their teaching to be honest – to take off another line of teaching loses their base with the classroom.
- We really need to reduce the administrative role on staff.
- We do things much smarter with report writing, perhaps more admin done by clerical areas, reduce meetings (weekly is over the top at some schools) – balance is pretty good here – we do not burden HODs with discipline matters very much.
- Time is the number one issue – we keep adding and we forget to take things off – it's because teachers – their time management skills are so good because they have had to do things for so long – they always find time to do the other task.
- People say there's the justification to ask them to do something – teachers manage 5 things at the one time.

*

- I wonder if sometimes the criteria we use to determine HODs is the right one? We tend to look for people who are very good in the classroom situation – good educators and then we say because you are good at that you can now do the other job, yet the skills are obviously clearly different to be a very good class teacher.
- I'm not a good delegator – I never have been – I prefer to see the job done really well myself – that's one of my shortfalls as a HOD – I need to have far more faith in person X to carry out the job – I probably needed assistance on that many, many years ago when I first became a HOD – it was not recognised by me in the early days – yet I kept quite about it – one did not want to divulge a weakness – I am very aware that PD would ease the burden on me quite substantially.
- You never see a course – delegation as a HOD – enrol now.

R Other courses?

- Budgets.
- Teach the right and wrong way to budget.
- In Victoria – leading teachers – we were taught leadership matters over a 3 day course – it was an attempt by the Government to teach people leadership skills – there is skill to being a leader – it was acknowledgement that you needed to train people on leadership type matters.

5.1 SCHOOL 1

5.1.5 PDC C1

(i) PD activities

- *
 - Definitely a gulf between what we expect of a HOD and what their experience has been up until they take on their position.
 - We have been quite active in seeking out the AIS courses but the AIS courses are the only ones I've specifically seen that are targetted towards HODs.
 - There is not much anything else available.

(ii) School's role

- Our HODs are very protective of their time allocation of their subject in the timetable.
- *
 - A lot of HODs spend most time on transactional matters rather than transformational matters – administration takes up their department meetings.

(iii) Format

- Do these things in stand down time.
- *
 - We still have a way to go to shift the culture in this school for that to be seen as reasonable.
 - It should happen in this holiday time.
 - It should be corporate, i.e. for all the HODs – to learn and grow with each other.
 - To learn to be a team of HODs.
 - It would be difficult to get all HODs to agree to come in during stand down time.
 - three-week break – I would be really giving notice to say that the first week is school time – huge opposition to that concept.
- *
 - We are cramming meetings into term time that end up with very low quality output (add this to barrier section).
 - Some departments do not meet because there is not one period that allows them to meet at the same time.

(iv) Barriers

- Administration takes the time of the HOD.

R How to reduce it?

- Administration could be passed on by email or paper – general rule – department meetings – less time on administrative – say 25% maximum.
- Notify bigger items before the meeting for discussion.
- Leads to a broader way of thinking and it gives staff a chance to think of bigger issues – not only greater satisfaction to them but makes them more powerful.

R Common theme – time has been a barrier – reaction?

- Each HOD has an Assistant and an aide.
- Task management and delegation is an issue.
- HODs don't like delegating to Assistant HODs because they have the time and money allowance, therefore they feel responsible.
- HODs mostly are appointed for a 5 year period.
- Cocurricular expectation has been a barrier – create time.
- We are cramming meetings into term time that end up with very low quality output.

(v) Other issues

- * - Some of the HODs are not proactive – I have to do prodding. They are the ones who are supposed to come forward to recommend PD about their department colleagues – so they do not recognise it for themselves nearly as well as they recognise it for their colleagues – I suspect that it is because we have not been pushing it nearly as much as we should have been.
- * - The issues of 'busyness' keep coming back all the time. I will go to the HOD with a brochure for a course and say – 'it looks fantastic –what do you think?' – they say I can't have two days out of the school – it's impossible. This is not true but it's their perception.
- * - On a deeper level too there is a sort of lack of self-esteem amongst HODs and they feel that somehow going to a course may reveal weakness.
- I think that there is a basic insecurity that HODs carry with them and anytime that there is any criticism they get a big underline – any colleague who criticises them or

any parent who rings up and complains re: setting or if a member of the school's senior staff says anything negative about their subject – it is underscoring a basic insecurity that exists and therefore they live on the edge and our systems need to be much more positive than they are – we need to shield and protect these HODs because they cop it from all sides.

- *
 - HODs in a boys' school are often not seen as powerful as Housemasters – there was a very important symbol attacked recently – where in the staff photo in the front row were senior staff and the housemasters – and the HODs were scattered through – if you were truly hierarchical you would place groups of teams or scatter everybody everywhere.
 - Housemasters are a much more collegial bunch than the HODs.
- *
 - I attend both sets of meetings and the Housemasters are all about back slapping and encouraging each other along and good ideas and there is good discussion.
 - HODs are much more protective of their patch so there is this feeling that you are an island – hint of insecurity – feeling of unease.
- *
 - We have been pretty slack about fostering HODs as a team.

5.2 SCHOOL 2

5.2.1 HOD SEI

(i) PD Activities

- nothing this year
- still looking
- last year
 - a) • Attended National Conference for G/T in Sydney. I went with another HOD – 2 days – went to particular workshops of interest to our school needs. I found that good – gave ideas and strategies for back here – ways for extending students – it has impacted on how we run our department.
 - Tracking of G/T students – we (the other HOD) talk together
 - It was a key thing to go with another HOD. Found it very stimulating as an individual.
 - b) • Teaching futures program.
 - We were given a fund for that.
 - Looking at literacy – I was on the committee – text types across the curriculum – had an impact on my HOD role.

(ii) School's role

- More feed back on my performance as an individual.
- Due to the way our system operates and probably due to the demands of time there is not a lot of opportunity for feedback and what you tend to find is that when there is a problem it is drawn to your attention – of great benefit to HODs to have gazetted for specific HOD P.D. courses that may be available – particularly to an individual 'as this is an area we think you need to develop' or 'you may be able to inservice others'.

(iii) Format

- No great preference

- *
 - There are no occasions during the year when I do not like being out of the school – I find missing senior classes – losing teaching time can be very detrimental to those students and myself – there are times of course when it is inevitable.
 - Evenings ok.
 - Weekends – yes – if I think it is worthwhile.
 - Does not bother format but a mixture of presentation is important.

(iv) Barriers

- Time.

R How solved?

- Has to be less admin – definitely since I have been in the role the administration duties have exploded.
- I get 1 assistant – only gets 1 line allowance – 6ppc – conscious of trying not to put too much on her.
- Teaching 5 lines of English is a lot of marking/preparation.

R More time to HOD?

- teaching load is particularly high - also 1/2 line of relief.
- I am teaching an independent line of study for a student.
- Expectation of staff and admin curriculum but also promote the dept. and to be involved with extra curricular activities, e.g. I coordinate debating – I run Shakespeare Festival – not just the admin – but hands-on direct contact with students involved. We now produce a Literacy Magazine at the end of the year – something we only started in the last couple of years – an innovation I thought was a good thing to do – all additional things. I was a fool to suggest it but those things cannot be cut out of the job.
- I do think that teaching 4 lines plus all of the other things is too much – on the other hand I do not want to be as an AP, as I do not want to be out of the classroom too much – you become an administrator – although I think I do that quite well – that is not where my interests lie.

(v) **Other Issues**

- One of the problems in the ACT is really where you have to go to get appropriate PD for a HOD – many PD courses but they are in Sydney or Melbourne but not in the ACT.
- The PD at the CEO does not deal with things specifically for the HOD especially in subject areas -and I would say that assoc of teachers (English) as well the HODs of English never get together.
- The most beneficial PD is the things teachers organise – course writing – type 2 courses – inevitably find you are working with HODs from other schools.
- one of the problems is that there is not the selection or range of PD options that are appropriate for HODs and specifically that are subject related.

5.2 SCHOOL 2

5.2.2 HOD SM2

(i) **PD Activities**

- a) CEO Work place relations 2 hrs
4-6pm
- b) CEO 'what's worth fighting for – executive'
- c) Private Enterprises – I.T. - Knox
- d) In-house I.T. - after school –
 - expert – 1 hr – IT administrator
 - notes given
 - you need to keep using it
 - frequent approach works

(ii) School's Role

- Strong role
- Involve guidance
- Opportunity for discussion
- We have to as HOD, as a team builder, on track with the rest of the school – a direct line to senior executive.
- So we know that we are all heading in the same direction – we have all the same goals in mind – so to speak.
- With PD – an important thing.
- School offered, last year, a set of PD per coordinators – Saturdays.
- Blackfriars – Ann Cummins ran it – on team building and relationships – it was great – we all endorsed it so that she ran one for the whole staff in the following holiday.

(iii) **Format**

- No longer than 2 hours.
- Close location.
- * - After school – I prefer not to leave my classes.
- Mixture of lecture, discussion, small group work.

(iv) Barriers

- Time is the crucial issue.

R How solved?

- We have no clerical assistants in my department area (Maths)
 - Share a clerical assistant with another department – that would be a fantastic advance
 - It is only time – there are no shortages of offerings – you have to make a mental note to get there – I have to enter it into my diary straight away so I know when it is coming up.
- *
- I think it is important to keep in touch with other people's views – I got this thing about becoming a dinosaur – I've seen it happen and I don't want it to happen to me.

(v) Other Issues

- Some people are suited to being a HOD – some are not.
- It does not matter how much PD you get if you do not have a certain empathy for the people you are working with – if you do not understand where they are coming from – if you do not take time to talk to them – you are not going to understand their situation and help them.
- I don't think PD will change that – I think there is a certain amount of caring – pastoral care – that is really important that has to come from the HOD to the staff – there is empowerment as well – they feel as if they are part of the team not just being told what to do – they need to be encouraged and (own)?, whether it is our mission statement that we wrote together or our junior courses, where I canvassed ideas – sat down and wrote – there has to be ownership – empowerment.
- It is experience – PD can help you manage people, it can help you understand them but you have to have that predisposition to writing to – a leader against a bully.
- Psychological testing may help – are you a people person? The main role of a HOD is people – dealing with colleagues.
- Team – parents – students – executive.
- 'You are going in every direction'.

- *
 - You have to have time for people – not just that you will get back to them – you have to stop.
 - Someone once said that you should only handle a piece of paper once – well it's the same principle with people – you have to deal with them when they have a question – otherwise they may feel that you do not care.

5.2 SCHOOL 2

5.2.3 HOD SS3

(i) PD activities

- Conflict Resolution (CR) Course 4 years ago in Sydney.
- Nothing else directly related to being a HOD.
- The CR Course did help as I had a problem at the time.

(ii) School's role

- The issue is time – making sure that there is time allocated.
- Need to encourage to put things in people's way (this does happen).
- The AP runs the PD Committee.
- I would like to see some more retreats – middle management together with executive.
- There is a lot to share – experiences – support.
- There is a financial need to do things.

(iii) Format

- Retreat.
- Really don't mind, to be honest.
- 'Hands on' – 'role plays' are usually more effective instead of lectures – although some things are suited to lectures.

(iv) Barriers

- Time

R How solved?

- I suppose less teaching – what we teach here is a lot for a HOD – a normal teacher teaches 6 out of the 8 lines – we teach 4 lines + 4 relief (hence almost 5 lines) – there are $8 \times 6 + 48$ - I do $4 \times 6 + 4 = 28$.

- I am more fortunate than some – because I teach (my department) a large number of classes (and that is how they judge whether you get an assistant or not) (a fairly ridiculous way of doing it) – I have 47 science classes in the school.
- The (?) is 49 – the number of students is upwards 1000 – they don't count the number of students in this equation for working out whether I get an assistant or not.
- The Principal has recognised that I have a lot to do and does not give me a pastoral class – some other coordinators have a pastoral class on top of that load.
- (JMB?) every morning plus 1 class every day – 2 extra classes every cycle – plus reporting time.
- Finance
- Need finance to do PD.

(v) Other Issues

- For those considering becoming a HOD there needs to be a series of things covering the things you may have to deal with – we have some very young year coordinators – it would help – for many they have nothing before they come to the role.
- I had no preparation for the role – more a falling into it rather than...
- I enjoy it...I like the admin as well...but sometimes the admin interferes with the teaching and vice versa...it is finding the balance that is always not easy.
- Time management is the real issue – given what we have to do – I'm finding more and more – increasing staff are in earlier and earlier to get things done – praise – strange given that Australians are a laid back country.
- Managing people 'thing' is something I would like to do more of - with staff – your team.
- Inducting new staff – and selecting staff.

5.2 SCHOOL 2

5.2.4 HOD SI4

(i) PD activities

- Informal one – I felt insecure so I approached PD coordinator – I wanted someone to talk to – a mentor – we paired up. She answered questions – it was my initiative.
- CEO workshop on how to run meeting.
- Management plans.

(ii) School's role

- There should be a formal orientation for the role with activities and responsibilities, specific to the HOD explained – training given.
- Some follow on when policies change or process change – there is some formal process in bringing HODs up to speed on those things.

(iii) Format

- afternoons after 3.30
- reasonably formal in structure
- lecture
- location without interruptions
- possibly holidays

(iv) Barriers

- Time

R How solved?

- Timing of some of the things that are on.
- CEO are running a series of workshops on things like managing change – all relevant to the HOD role – in the afternoons.
- But sitting down to try to see dates – almost impossible due to all of the other meetings etc.
- Holiday time courses or PD days – target HOD as a specific group.

(v) Other issues

- There needs to be a coordinated program especially as we are part of a system for HODs – for the CEO as well as an in-house program that articulates with that.
- Personnel management and financial management. With financial management I had no skills with that – I did not receive that sort of training.

5.2 SCHOOL 2

5.2.5 SPI

(i) PD activities

- Middle management conferences 1 ½ days off site – last year
- Strategic plan
- Low SP departments
- Impacts on personal management
- Run by an external consultant
- It was great.
- Time for people to relax together as a group to discuss where they wanted to be – where they wanted to go.
- Focus on HOD team.
- Whole school PD – beginning of last year – use of external consultant – conflict resolution – whole school not just HOD.
- The reason for part 1 above was that I felt that Middle management was being missed out everywhere. I did not think that we were being given any PD for the role.
- Time factor is a long thing – HODs are very busy.
- We gave staff a day in lieu for the Saturday for the day they were there – so staff did not feel that it was just another disruption to their personal time.

(ii) School's role

- *
 - Greater focus on HODs
 - Many HODs are put into the role because they are effective – efficient – good time-management skills – they have people skills, but once they are in that role they are then left and we do not have enough conflict resolution and possibly higher skills not directly related to curriculum that is so important in that role, and you do not find out about them until you are in the role.
 - CEO could run pre service training for the role but it should be ongoing workshops for middle management or for people waiting to join middle management.

- This year we (CEO) do have a series of 10 workshops and it is called 'leadership skills' workshops – it allows people to go and network with other middle management in the CEO.
- The CEO system does not allow non Catholics to get promotion too often – there are ceilings beyond HOD level.
- I was the first person (a non catholic) to go beyond the HOD level – it was greeted very warmly.

(iii) Format

- Off site
- Greater than 1 day to allow networking, informal discussion over meal, over a drink.
- Straight after school (and into the next day).
- Lecture/talk and then given space and time in small groups to discuss the topic/issue.
- What works is if it relates to what is needed back at school.
- They were real - situations – focussed – where HODs are so busy we felt that workshop was allowing them quality time to do a job that was needed.
- Sometimes the opportunity to be a bit silly and creative is a nice break for people.

(iv) Barriers

- Time

R – how solved?

- There are layers and layers of things put on HODs.
- I don't know how you do it.
- HODs never have to do anything like professional reading – if they were given some time in a cycle – one good way would be to give HODs a quiet place – a private place – (not disturbed).
- You are never going to alleviate the time thing – I really don't – because HODs are extremely diligent/consciousness – they do not give themselves time off.
- If a HOD came to me and said I need ½ day off – I need a break – go – take it – because they put in so many extra hours.

- I think that we HODs do not delegate as much as we could – you feel as a HOD that the buck stops with you, so everything has to be done properly, and while some HODs do it better than others, generally there is not a lot of delegation –real delegation – I think that could help – it would mean allowing people to make mistakes and come up to expectations – problem with that more delegation – we are aware of staff time constraints.
- HODs do not like taking time off for anything – we are trying to encourage people (if they want to do writing with their staff) – to do it on the weekend and the school gives time in lieu.
- * - Someone suggested to me that if I had staff working 48 weeks a year – 8.30 to 5 – they may find that psychologically that there is less stress for teachers.

(v) Other issues

- HODs getting together with other HODs from other schools – a conference.
- Time again.
- Necessity for quality PD.
- PD has to be broader than the school you are in.
- We have an AP network.
- I need to do some human resource work.
- I like the 10 year block (i.e. 10 Year in the one place in the same role, i.e. 2+4+4 system).

5.3 SCHOOL 3

5.3.1 HOD DE1

(i) PD activities

- I did a lot of research on competence on skills and creative writing skills for Year 9. Research took several weeks but then last weekend compiled a booklet of resources for all Year 9 teachers. I gave each of them the booklet.
- The booklet allowed them to organise, if they wanted to use it, how they wanted to use it, and what support they needed.
- Research was my initiative. They (department members) could look at it and make it theirs.
- In January I wrote a module for Year 7. The idea was for less able students (we have only 1 special needs class with 240 in Year 7) – some students are arriving not particularly able – landing in a school of 1400.
- Overwhelmed.
- I persuaded the Principal to put on an extra teacher on Year 7 for 10 weeks– I withdrew a class of 20 – provided a booklet – did a lot of research – a lot from WA – devised a program to start them with good work habits in English (make them comfortable) – improve their basic skills – highly structured – communication to parents – feedback sheets.
- It was my initiative.

(ii) School's role

- Provide the resources that I think I need.
- See a course that I see – then be able to go on it.
- If I am doing curriculum writing then give me time to do it.
- I have been doing it for years but have to find your own time, e.g. athletics day – have a day to get things done etc.

(iii) Format

- Not fussed.
- Must be quality stuff and work.

- I hate time wasting.
- Some PD I have had to endure from people with not much to say – on the other hand – I have gone to some good courses.
- I don't care where it is held as long as it is quality – I am very open to what it might be.

(iv) Barriers

- Time.

R How solved?

- Time is the hard factor.
- So often you start a day with ideas but the day fills up with other stuff.
- I do it in my own time.
- I don't know how the school creates time.
- Finance is a barrier – you sometimes see a course you may like to do – you get booklets in your pigeon hole – I did go to Queensland to see the equivalent of BSSS people about the new courses – teaching is changing quite radically.

(v) Other issues

- I read enormously.
- One thing to reflect on, when you have done it for a while, is in a way that is the steepest learning curve – for me – handling people. You learn after a while that you have to team build – have to organise things so that people can get on with their job – and can feel supported and have all the resources that they need at their finger tips.
- You need to do all donkey-work yourself really – you have to identify strengths of people in your department – you have to set up mechanisms where there are cross-fertilisation of ideas.
- You have to protect staff – protect staff from difficult parents – very important to be in the middle of that – your ego is not involved – you can keep it cooler and take stress of them.

- *
 - A bit more training as a HOD – useful as I would have seen things coming a bit faster – I would have had more strategies to cope – know more about what you might expect.
 - When I was first a HOD – I spoke to a senior staff member every 2 weeks or so – very useful – useful to have a mentor.
 - It does not occur here on any formal basis – it never has.

5.3 SCHOOL 3

5.3.2 DM2

(i) PD activities

a) BSSS Conference for HODs Maths

- new courses – (afternoon)
- very useful

b) BSSS Conference for HODs on scores from last years Year 12 (late afternoon).

(ii) School's role

- * - I have had no professional development for being a HOD.
- * - When I was offered the job the then Principal said he would organise some PD but it went no further.
- Probably hoping the Deputy Principal was going to deal with that.
- The senior executive should be more active – I know it is adding to their total over work load but for someone who has not been a HOD before there probably needs to be something in place – even going through the mistakes you may make – how to get out of that.
- I do a lot with the previous HOD – so I did have an idea of the day to day things.
- * - I run things pass my Assistant – we make joint decisions about department matters – she is more experienced than I, but does not want to be a HOD.
- She keeps an ear to the ground and gets all the whinges and passes them on to me.

(iii) Format

- I go to a lot of courses where they spend an hour introducing everyone and saying what they are to do and then by the end of the day they send you home tired and forgetting – without finishing anything and I find that really irritating.
- For me after school is best.
- A couple of hours.

(iv) Barriers

- Taking time off – travel – Sydney – I have never been to one.
- Expensive, time consuming, time away from the department.

R How solved?

- Less teaching could not be justified.
- Less admin – would be very good but the way the job is going there is more and more admin.

(v) Other issues

- It is important that we have access to PD for information technology – I had to learn a lot on the run. I went to a professional development week – in the July holidays.
- Computec ran it – it was very important especially these days so you can help your department members.
- It would be nice if someone could organise more get-togethers for HODs – not just leave it to HODs – get HOD of Maths together- we do it on an ad hoc basis with BSSS meetings on curriculum – it is good that we get to know each other.
- It has been good what we have done with the new Maths courses – we have gotten together – initiative started by a HOD Maths – and supported by the Principal's – that was really good.
- That sort of thing.
- As a starting out HOD it is assumed that you know everything straightaway – but it is not the case. This assumption is made by other teachers, kids, senior admin – you are on a very steep learning curve, e. g. how to use a spreadsheet rather than someone else – you have to be au fait with all the different topic areas – good at all of them even though you may not have studied them for quite a while.
- Management of resources – you have to know where everything is – steep learning curve – no orientation process.

5.3 SCHOOL 3

5.3.3 DS3

(i) PD activities

- Moderation Day – ½ day.
- I have done a formal course – for being a HOD – last year – ½ day.
- Run by a single person.
- Not sure where he is from.

(ii) School's role

- There is a lot of informal access – I spend a lot of time talking with senior executive and other HODs – there is no formal mentor system – this would be a good thing.
- I do have an older person in the Science Department I'm chatting with – that is good.
- * - I do not think anything has to be formalised – as long as people are willing to give you time and when you need it – I think that is important – makes you feel more relaxed in a way.

(iii) Format

- I like to chat to others – draw from experiences – you get a better flow.
- Something external – ½ day is easier to manage/handle.

(iv) Barriers

- Time

R How solved?

- * - I do take on board probably a little more than I need to – I forget about this morning's interview as one of our department members was away and did not leave work – it has been an eighteen-month problem – those sort of time issues that I have problems with – it is but out of my hands – I feel to an extent that my teaching is suffering because I am spending time trying to deal with petty issues with the staff – the kids are great!
- Giving my Assistant at least another half line would be of help.

- Because of the time I spend helping everyone else I am hesitant to take more time away from my teaching to do HOD duties.

(v) Other issues

- Mentor system would be good especially for younger HODs – there are obviously a lot of people out there very experienced.
- I would like to know more about budgeting – I have just followed the former HODs budget/format – I would like to know more about that process. I have done negotiating skills/workshops when I was working in NSW and I think I handle that pretty well so time would be the biggest thing.
- Time – not holiday time – I treasure my holiday time.
- If I had to do it then it would not be an issue.

5.3 SCHOOL 3

5.3.4 HOD DI4

(i) PD activities

- * - I can't think of any.

(ii) School's role

- Ability to get release time – so you can actually get out there and do it.
- Organise it in such a way that all the HODs in one school can go – in one go – there are people who have been doing this job a lot longer than I have – they have got skills that I am trying to find and that way we can not only learn from an expert giving us a presentation but also from each other.
- When you get PD time it is you with your department – you never get to spend time with other HODs.
- You never get to liaise with other HODs.
- You only get to hear about what others are doing (how they run their department) by hear say.
- If they have a fabulous way of doing something you never get to hear about it.

(iii) Format

- I do not mind about time – happy to do it in the holidays.
- Not anywhere near report time.
- Something at the beginning of the year is better than the end – you just lose it over the summer holidays.
- * - It has got to have some sort of interactive activity - not just a PowerPoint presentation – I will scream if I see another one.

(iv) Barriers

- Time not a major one – it is certainly in there as a barrier.
- The main barrier is the lack of any PD to take – or ones that I have been able to track down and find.

- I believe I saw one by AIS but it was in Sydney – I saw it one week after it was held.
- Something in Canberra – local.
- Major barrier is that there is nothing out there.

(v) **Other issues**

- My hobby provides me with more skills than any course for being a HOD.
- I am a 'role player' – historical roles – like theatre sports – a play without a script. We hold conventions, conferences.
- Like acting.
- There needs to be a strong sense of support from the executive.
- I got the job because no one else applied – maybe because everybody wanted me to do it and the executive abolished the 2 'IC' role – hence I went from being 2 'IC' to doing the lot myself.

- * - The executive have to be careful not to make unilateral decisions without consultation – do HODs find out when everyone else does?
- Being in the loop would be a good thing.
- Trying to be in the middle (executive to staff) and we get parental complaints.

5.3 SCHOOL 3

5.3.5 PDC DP1

(i) PD activities

- I can't think of one.
- There are some indirect things but not anything targetted for HODs.

(ii) School's role

- School should but generally there is not a lot of co-ordination of PD apart from the staff days that are run – they are often due to a need – over the last couple of years we have had a major thrust on IT, i.e. this year was intranet.
- PD seems haphazard – people go to PD days out of their own interest.
- I believe the school should have a very strong focus on the direction it is going on with – the PD budget should be directed towards the school needs – I am working on this at present – a staff PD system.
- It will include development of HODs as an aspect of that.
- We already have a strong induction process.
- We have an appraisal of people in their first year but no other appraisal is in place or a system for specific PD.
- School should have a strong role.

(iii) Format

- See themselves (HODs) as a group.
- Not so much subject focussed but as their role as leaders but unfortunately that is difficult to achieve because I think HODs see themselves as teachers in their subject area rather than seeing themselves as leaders of a particular part of the school.

(iv) Barriers

- Time – to establish a satisfactory time slot to allow you to do it.
- Again the focus is often the subject area rather than people/leadership.

R Time how solved?

- Student free days has gone some distance towards it – it is often swallowed up by some last minute agenda item.
- Often an administrative thing that the school is bringing in – something the staff needs to be told about.
- Huge cry for time – but often there is something coming up, e.g. registration process or new syllabus that needs work or writing a course – particularly strong in Canberra.
- All ACT schools – little pockets of staff writing courses – all remarkably similar – it is crazy.

(v) Other issues – DP4

- One of the huge advantages of a school with a religious foundation is that you are all going in the same direction – you have the same idea about ethos of the school – Christian values – unity of purpose/direction.
- Religious order runs days for our staff – MSC ethos – 5 or 6 people in a group – thinking about real values.
- There is an opportunity to go to Douglas Park for a week – sense of identity.
- It has not been done for middle managers.
- * - HODs would not see themselves as a group (apart from a monthly curriculum meeting) – our resources are spent on the upper part of the school – Board and senior executive – expensive exercise.
- I wonder if that was the best place to spend PD funds.
- There is a significant amount spent on the Board for team building, and the senior executive but not on the HODs.
- There are series of teacher advisory groups.
- The idea of getting HODs together across schools could be a good idea – an assessment of a department – a panel across schools.
- Cost neutral – people have baulked at that, but they did like the idea of visiting another school from the point of view of learning about what is happening rather than an appraisal process – to have it as part of a learning exercise.

5.4 SCHOOL 4

5.4.1 HOD ME1

(i) PD activities

- Everybody (HOD) went a couple of years ago to someone who ran a course for HODs
 - supposed to be an introduction on how to run a department (private enterprise firm)
 - I feel the influence was mainly business – unfortunately it did not help – running a department is not like running a business at all.

(ii) School's role

- *
 - What they actually do is say congratulations on being a new HOD – run off and do it!
 - I was lucky to take over from someone very experienced who remained on staff – it was a bit awkward in some ways but his experience helped me through it – he had, in some ways, a great formative influence on me.
- *
 - School should be providing some PD but I am not clear what that should actually be.
 - I do not need someone to tell me how to run the business side of it – fairly simple – low budget for me – we are very accountable for that.
 - Dealing with people – can be difficult. That would be useful – stress comes from the personal management issues.

(iii) Format

- Canberra – it is a problem that what is available is available elsewhere and as a result it is based on other systems.
- Not class time.
- After school – short bites – 2 hours – happy to go to something over a couple of weeks.
- Something that works for me is the study by distance.
- Perhaps it would be possible to put something together so that I could work at home.

(iv) Barriers

- So much – the role is so diverse – it is difficult to say what is an important aspect.
- I do not think I can articulate what I need – that is a problem too – first thing – sit down and think about what a HOD needs.
- * - There is reluctance by senior executive that HODs actually need PD – you are appointed because you can do the job rather than growing into the job as you do as a teacher.
- * - I do not think the senior executive are against the idea – although it is not as important as dealing with new teachers.
- Also as the HODs role has changed so much over the years, most people in the senior executive have not done the job I am doing now, even if they have been HODs.

R How solved?

- I have given up student competitions to kids.
- I used to promote them now I just advertise them – I am coming back to the core of the job – it is a shame when those sort of things have to go, but you have to keep things under control.

(v) Other issues

- * - Prime difficulty is for PD for a HOD is that you are appointed to the job – there is a perception you can already do the job but then it changes and there are so many aspects to it.
- It is often an area that any new administration ends up with you, e.g. Moderation Day.
- We are more accountable now especially in my faculty area – that takes away from curriculum development and from staff – two things that I think are much more important.
- * - I think one area that I do need PD is with developing people – I do what the school does. Reflect on new teachers and leave more experienced teachers – even if they are new to the school – you tend to leave experienced teachers to sink or swim.
- The change has been towards more people less admin.

- I remember when I was appointed as a stop-gap measure – I told the principal that I was more interested in a pastoral care role. He said that a HOD was a pastoral care role – he was quite right. It certainly is.

5.4 SCHOOL 4

5.4.2 HOD MM2

(i) PD activities

- I can't recall any.

(ii) School's role

- There should be preliminary courses for those interested – the role could be outlined – the commitment spelt out – the expectation of the HOD is pretty demanding.
- Post being a HOD there should be an ongoing PD program provided.
- Assistant HODs are also not given any training.

(iii) Format

- I do not mind.
- Not class time – too much interruption to your programs.
- Best after school – a proportion of the courses could be held.
- At school – or at least within Canberra.

(iv) Barriers

- Time

R How solved?

- Definitely not loss of teaching time – best if less admin – what would be good is if we had clerical assistance.

(v) Other issues

- There is a definite need for the HOD professional development.
- HODs are best on a fixed tenure with an appraisal process.
- Training before and during being a HOD would be beneficial – good to meet up with other HODs in the same subject area – it would boost your awareness of the role.

5.4 SCHOOL 4

5.4.3 HOD MS3

(i) PD activities

- Teaching/learning course run internal using an outside consultant.
- Private enterprise course that all the HODs went on last year run by a private enterprise group – not useful at all.

(ii) School's role

- HODs, as a group, need to articulate the skills required for the role. The school needs to look at the provision that HODs need to be trained.
- People skills are important – most just grow into the job.

(iii) Format

- On site – on-going delivery.
- At HODs meetings there could be presentations.
- Better at school than going away for a few hours.
- Tie into performance reviews.

(iv) Barriers

- Time

R How solved?

- Difficult I grant you – I really don't know.
- Perhaps using downtimes at exams.
- Do not put HODs on exam supervision or rosters.

(v) Other issues

- More articulation of the role in the work place.
- We need, as a team, to talk about the PD needs as a group of HODs.
- We are trained as teachers not as HODs.
- We need to put our PD on to the agenda.

5.4 SCHOOL 4

5.4.4 HOD MI4

(i) PD activities

- CISCO training – outside provider.
- After school – intensive – 3 hrs x 10 – it provided increase credibility amongst the department – it got us up to speed in that area.
- Allowed me to encourage some others to do a similar type thing.
- It gave me a lift and push along which was good.
- Currently I am in one – Microsoft providers – on line training in our own time after school – sometimes together – sometimes on our own.

(ii) School's role

- In some senses not much – I think that they should provide the opportunities – they should make us aware of what is available – what is coming up. I should be the one to take the initiative.

- * - It really is about adult education.
- It needs to come from the person involved.

(iii) Format

- Probably due to my background – self paced – in your own time – some at school – some in the evenings – some during the holidays.
- I quite like some of the networked presented courses – some of those are getting quite professional now.
- Mixture of school time and after school time.
- Both groups contributing – that sort of thing.
- Local.

(iv) Barriers

- * - This will sound like a moan, but I have rarely gone to a PD activity that you have come away and said that has hit the spot – that was perfect.

- *
 - For some reason the current PD models for schools in general and HODs are just not the right time – too many other things are on your plate.
 - I was wondering if it is time to think outside the square or something.
- *
 - Maybe a month of shadowing another HOD at another school – something that physically and mentally detaches you from where you are.
 - Sometimes I have been to things run by people outside the teaching profession – management consultants – that sort of thing.
 - To get some of those with a bit of feel for the school situation – I have found that useful – ‘how to make decisions’, ‘how do you draw up policy’, ‘how do you implement policy’ that sort of thing.
 - Time

R How solved?

- I do not know how realistic this is, but I feel, I am certainly more than prepared to be willing to give up some of this stand down time each year because of the benefit I could get from it.
- *
 - One of my criticisms of schools is that you have all of these intense pressure points then nothing – like running flat out – then nothing – stopping – sitting in a wheel chair – then running flat out again – I would prefer if everything was spread out a bit – I know it would be an industrial issue – there is time with stand down time.
 - Other professions you can manage your time better – we can’t do that as much.

(v) Other issues

- *
 - I am interested in your study into this area – movement in this area would give strategies to HODs – raise the status of a HOD – by flow on effects I think.
 - To other members of the department – it could contribute to classroom teachers having a better quality PD program.
 - Schools spend a lot of time and money on PD – I don’t think it’s cost effective – people aren’t getting out of it what is being put in.

- We came up with an idea of having an educational consultant working in the school – we are doing that but it is pretty mixed success – I am pleased we went down that path because there is something in it for someone – it is not as successful as we envisioned.
- She is here next Monday but I am too busy – trying to manage certain pressure points.
- HOD has become more people orientated than admin.
- I find when you get together with other HODs doing a similar role, you just swap practicalities, i.e. where do you get your software? I would prefer to work with someone from a different field.

5.4 SCHOOL 4

5.4.5 MP1

(i) PD activities

- Last year I organised a half day conference for all HODs – private enterprise – it came in the mail – it was a shocking experience.
- We are doing the PET1 Project (Project Effective Teaching Project) – this came from identified needs from the HODs about leading their team in teaching and learning.
- We have had an outside facilitator – Julia Aitken. We have also had Mary Madson for 2 days every 5 or 6 weeks. They were doing the Aitken course together as Julia could not commit to the whole process.
- * - It has been quite confrontational in some ways – HODs having to lead their teams in teaching and learning and to get all staff involved in some learning project.
- * - We have not given our HODs the skills to do this sort of thing.

(ii) School's role

- Training in leading and managing change and also in that whole reflective culture for staff.
- Providing that for HODs – preferably for the whole group – they can feed off one another – if you send them away to a course it does not have the implications back here.
- A big thing here is to give them the time to do it.

(iii) Format

- On site unless you send them out as team.

(iv) Barriers

- Time

R How solved?

- The ideal is less teaching but that is not going to happen in reality because less teaching means more teaching (hence costs).
- If you give every HOD an extra line off there is 2 extra teachers.
- * - Somehow, in the teaching and learning, you can bring in cooperative learning and having 2/3 classes together doing 1 activity – this would release people to work together – and given them days off to participate and to be involved in PD – it cannot be a one off given a PD at work – there has to be discussion.
- Team aspect – we do not do enough to build them up as a team or working as a team – they are very individualised perceptions of departments – they are not accountable to one another for what they are doing.
- * - We have 8 pastoral care leaders and they are a team, and they work for each other – they ring each other up.
- They help each other out or if someone has a parent interview someone will cover their class – if you ask a HOD to do similar they say no.
- People – conflicts within team.
- HOD reluctance to change – get out of comfort zone.

(v) Other issues

- I stress again the need for team aspect and the reflective nature of the role. They do it with the kids but not with their own staff.
- Clues on running successful meetings could be helpful.
- An allocated day where HODs actually do something with PD – getting the best out of your staff.

5.5 SCHOOL 5

5.5.1 HOD OE1

(i) PD Activities

- Meeting with HOD, PDC and Head bigger picture items – outlined matters – it was individually with each HOD.
- HODs meetings – only time we get together to thrash out ideas about being a HOD.

(ii) School's role

- Amenable to my ideas – they don't have to say yes to everything but they have to be open minded.
- * - School should come up with some ideas of its own and throw them at me – this rarely happens.
- School is there to say yes or no, pay or not pay.
- Keep track of what we are doing – some sort of record. I presume it is not done.
- * - New staff Development role – it just appeared. – I do not understand what it is – there is a great aura about it – it seems to be just a paper thing at the moment.

(iii) Format – OE1

- Personally flexible.
- Enjoy teaching – my number one priority – I try not to take off days if I can.
- At night/after school.

(iv) Barriers – OE1

- (a) This school – it is the constraint of other things – they are claiming a huge amount of other things. As well as the academic things there are:
- pastoral load
 - house competitions – coming out of ears
 - Saturday sport – cocurricular
 - we work 6 days a week for 6 months of the year
 - play director

All too much

All should be reduced

(b) Time – how solved?

- a little bit of clerical work
- other things in section (a)

(v) **Other – OE1**

- Get HODs together from other Schools – one of the best things we could do.
- Shadowing of other HODs – I need to think about it – School's character change and all are different.
- Looking at other's assessment tasks/resources/stage 6/stage 4 syllabus – pressure is on to get it right.
- HODs need to get together on a casual basis.

5.5 SCHOOL 5

5.5.2 OM2

(i) PD Activities

- There are not too many.
- Last year I went to a HODs dinner which was surprisingly very informative. AIS organised it in Sydney.
- A guest speaker who was a former HOD, headmaster, examiner.
- Can't think of any other activities.

(ii) School's role

- I find HODs meetings informative.
- There used to be more people at HODs meetings, but they encouraged them not to come – I found it much better as it was not such a huge forum – more intimate.
- A new Staff Professional Development Coordinator has been appointed (there was some resentment because he has not been a HOD himself – that's our problem not his).

(iii) Format

- I always push for school time – it is not with resistance of course.
- If it is hard to get, I do not mind after school hours – if push came to shove I could sacrifice a day of the holidays – depends upon when it is.
- Small format.
- Hands on – actively/realistic/role plays.

(iv) Barriers

- Time.
- Solved?
- Timetable problem – it is not a problem for me – it is a problem for the administration I guess.
- No to less teaching.

- *
 - Paradoxically no to less admin. (I like to do my own).
 - I don't know how to solve the time problem.
 - Try to have peers and regular time each week – a set period.
 - Problem is your own inertia – what's stops you – time – you have to do this or that.

(v) Job description

- I can't remember – probably does.

(vi) Other Issues

- I would like HODs meetings more regular – probably this idea would be shouted down – if they were shorter – say 20 minutes at lunchtime and do not have to be long drawn out protracted things.
- Get together with like minded people and talk about one small thing.
- I try to in my staff meeting when you talk about a teaching strategy or some new idea.
- Time is the problem – you have to get other stuff done.
- A HOD should keep abreast of curriculum changes – at the moment – there are so many changes with Maths.

5.5 SCHOOL 5

5.5.3 OS3

(i) PD Activities

- AIS – quality Science – a new CD came out – spent a day playing with the C.D.
- Children's Medical Research Institute – focus on cutting edge research – genetics – wonderful.
- For Science teachers (not HOD).
- It was a private one by letter of invitation.

(ii) School's role

- A tough question.
- School definitely has a role.
- Most schools have HODs with varying ages and experiences.
- Need to bring on new ones and refresh the older ones.
- It definitely is not the case that the longer you have been in it the more you know.
- Refresh? Hard question – ways to deal with staff, parents (increasing concern – parents are turning into consumers).
- We are like an island here – things are nice here – we do not have these big conflicts here.

(iii) Format

- Social atmosphere – dinner and after school – continues on.
- A day sitting – wasted – I would rather be teaching Year 12 and not losing a day.
- Short one – after school – with either HODs.

(iv) Barriers

- Time.
- How solved?
- Less teaching – I don't think so – I am primarily in this job to teach.
- Difficult thing to solve.
- Perhaps social things after work.
- I don't have a solution to the time matter.

(v) Job description

- Nothing formal.
- It has been increasingly encouraged.

(vi) Other Issues

- When I came into here it was so small – it just grew organically – I'm probably the wrong person to ask.
- Unfortunately a lot of PD experiences for many people is that it is a waste of time – you are sitting there thinking that I could be doing something else.
- I have been to PD activities where the presenter says that you must vary your activities in a classroom yet they do not do that themselves – they drone on for hours.
- An example is the 'CD' PD day mentioned earlier – we spent our time looking at a 'CD' – we could do that at home.

5.5 SCHOOL 5

5.5.4 OI4

(i) PD Activities

- I have not been to anything that was specifically related.
- All of my activities are hands-on IT things, not to leadership.

(ii) School's role

- School has a specific role to support and encourage PD – the more you encourage – the more you will get from your staff.
- First identify courses of value – that is often the most difficult part – you often go along to things and the benefits do not materialise – you get disillusioned.

(iii) Format

- Environment when you are not pressured – obviously a time release. To give you an example – I went to a 2 day course – I was only there 1 hour and the mobile went – it happened again fairly soon afterwards.
- Need to get away from your job.
- Stay overnight – meet people – relaxed environment.
- Share ideas with others.
- Small groups – maximum 20.

(iv) Barriers

- Feeling that you are so indispensable – always on site.
- Available at all times.
- You go away from the school, other people have to take your responsibilities.
- Not satisfactory to have 1 person responsible for all facets of IT – budgetary constraints.
- Last holidays – I spent 91 hours here – needed to set up a computer lab when the kids were not here.
- I did it because it had to be done.

- Time – less teaching time for sure – more support on IT side, i.e. technician.
- The job is very diverse – I have seen very little in acquisition of skills by staff.
- They are just standing still – I have tried to implement new programs.
- The last endeavour was the purchase of some interactive software (\$3300) – put on network – outlining basics – all the teachers had to do was log on and go through it step by step – 'electric paper' – I checked with all 57 teachers – not one has started. – staff say they do not have time (they want school time only) – they will not stay after school.
- It is the most challenging role – to improve staff skills.

(v) Other Issues

- The thing that strikes me about my position is how it is integrated into the role of the Director of Studies.
- The job description itself needs to be finessed – I can't even say what is on my job description – it needs to be broken down into more specific areas – I can know with more assurance that these are only areas of responsibility and address them.
- Some attention (too hard to solve problem – relating to staff – diplomacy is not my task) – people still need to be taught.

5.5 SCHOOL 5

5.5.5 OP5

(i) PD Activities

- (a) Goal setting day
 - run by School
 - during a PD day
- (b) Whole school calendar
 - 1 day
 - managing issues
 - HODs come up with a change to 'day'

(ii) School's role

- (a) Needs analysis to work out the needs on an individual basis – determine actions – not always a course – may be basic goal setting (evaluation/shadowing)
 - need to discuss individual goal setting - formal assessment process - set some specific goals
- (b) Need a formal appraisal process
 - staff, students, parents
 - an external HOD

(iii) Format

- (a) Team up with another HOD, from a person outside this area preferably a city School – does not have to be a similar School.
- (b) Unless we go somewhere away for the day.
- (c) Getting feedback individually from HODs – restructuring the HODs meeting – using their information to show change is occurring – they see their effect.
Trying to change the culture of PD within the school – best to develop links with other associations – colleagues.
- (d) Distance is a problem from here.
- (e) If there is a need (using all of the staff), then it is best to bring people in.

(iv) Major Barriers

- Lack of understanding from HODs about their actual role
- They are still very much... static...the difference with what I see as the HOD role and what the School sees and what the HOD sees is that change - leading/organising/controlling - that management role rather than just the organising.
- Tenure is on my agenda for the role of HOD.
- Cocurricular activities – pressure of time conflict.
- * - Cultural bit – it is the guilt doing things associated with management
- That 'I'm not a Manager – I'm a teacher' – I should be in the classroom – if I'm out of the classroom then it is against what education is about – that is difficult to counter
- Strong union flavour with teachers

(v) Other

- * - I have a frustration about HODs – there is a need for them to be the engine room – they should be driving the change – but it's that conflict/tension – corporatising education – it is not understanding that efficient time management can be better – there are better ways of doing things which can benefit everybody – it is not a bad thing to change.
- Pastoral team is unified whilst the HOD is not.
- We are doing a study (funded by AIS) on how resilience is built up – in the classroom – and try to break down the barrier between pastoral care and academic. Do HODs just look after the academic issues? How do we blend pastoral and academic roles?
- What goes on in the classroom is pastoral care – it's not just the responsibilities of pastoral leaders. Trying to bring the teams together rather than apart.
- Having people who are willing to come in and enthuse the team – there does not seem to be many trained in education who can enthuse the HOD team and develop leadership skills – get the team excited from outside.
- Private firms are not the answer – they are a business model not a school model.
- How do you refresh people?

5.6 SCHOOL 6

5.6.1 FE1

(i) PD Activities

- Whole school PD on teaching and learning.
- HODs meeting.

(ii) School's role

- Time – how solved?
- Support.
- Provide ideas and generate discussion.

(iii) Format

- After school.
- Short.
- Meet with other HODs.
- Mixture of formats at the sessions.

(iv) Barriers

- Time – resolve? – not less teaching – clerical support – less cocurricular.

(v) Other Issues

- English has particular marking demands – this needs acknowledgment – so training provided when you first become a HOD – this is when you need it.

5.6 SCHOOL 6

5.6.2 FM2

(i) PD Activities

- To do with the new syllabus (Maths) – in Sydney – a weekend. It was organised by the Maths Association.
- AIS has run some – but I sent another staff member instead – on new syllabus.

(ii) School's role

- My biggest need is time (see Point (iv)).

(iii) Format

- A day.
- Not with lots of workshop things.
- Suggestions/given information – strategies.
- Lots of opportunities to discuss things with other people doing similar things – formal and informal.
- Get lots of HODs of Maths together.
- Has been done locally at times – a good thing.

(iv) Barriers

- Time – how solved?
- 'I hate to be taken out of the classroom' – 'that is where the fun is' – 'the higher up the tree you go the less contact you have with the kids'.
- 'I need a more efficient way of doing things'.
- PD for me on efficiency.
- Someone to do the filing would be good.
- Same teaching as now.
- It's pretty good here.

(v) Other Issues

- Conflict resolution.
- Staff seek advice about a student – no difficulty with that.
- At times I am not sure how effective I was in dealing with complaints on behalf of others with a child.
- My best ideas come into the mind about 5 minutes after dealing with the issue.
- Things are pretty happy.
- Great staff.
- Get on well together – lots of free discussion.

5.6 SCHOOL 6

5.6.3 FS3

(i) PD activities

- One on one time with the Principal or Deputy Principal.
- I like/want the mentoring thing.
- Use holiday time for that.
- Course
 - Andy Hargreaves – change management
 - Michael Fullan used as part of masters degree
 - Neville Johnson

(ii) School's role

- Reflection times with a mentor that matches perfectly with the Head's take on things.
- I see my role as an extension of her (Principal) management and what I need to do is to second guess her (I need to think like her).
- More formal theory – readings on the management side (need to be vetted first).

(iii) Format

- Holiday time.
- I need to be relaxed (time out for all involved).
- Small trusted group works best (I am guarded with the full HODs group).
- Want to move beyond management.
- I do want to talk to someone who is experiencing the same problems as me
- I want someone who has solved them.

(iv) Barriers

- Time – how solved?
- Less extra curricular staff requirements, e.g. form group – I like it but it packs around your teaching time.
- Pull back from the teaching role for short periods of time.

- Predictability is a time management issue -- there are times when I think I have time -- a deadline changes or is reversed -- that is frustrating.

(v) Other Issues

- When you take on the role that is when you have the most intense needs -- you also have the least time because you are establishing -- you do not have time efficiency -- hence a reduction in the time allocation (teaching load) at the beginning.
- Every faculty is different -- it necessitates a unique approach -- highly individualised PD approach.
- All department members need to progress -- change a bit every few years.
- One of the good things I found moving from the government system was the availability of promotion -- you did not have to wait for your turn.

5.6 SCHOOL 6

5.6.4 FIT4

(i) PD Activities

- Mentor system.
- Liaison with Senior Executive.
- Specialist courses with computing firms.

(ii) School's role

- Time.
- Financial support.
- Prioritised readings.
- Structured support.

(iii) Format

- Share with others.
- Time to visit other Schools.
- Hands on.
- Practical in nature for the nature of our teaching area.

(iv) Barriers

- Time.
- More technical support – I should not do cables/printers/on/off buttons! – I need to be higher order things.
- Money – band aid approach does not work.
- Interruptions/changes to calendar cause grief/stress.

(v) Other Issues

- When you take over – needs are most at that time.
- Change management.

5.6 SCHOOL 6

5.6.5 PDC

(i) PD Activities

- Whole school PD session – with an outside Consultant – on teaching/learning – student thinking – higher order skills – link to HOD – better management – better refinement – a way of constructing a language within the school that is a critical language – HODs use this for their particular discipline.
- In-house structured PD activity over the past 2 terms – focus on development of programming for the new stage 4 syllabus.

(ii) School's role

- Highlight specific areas of management.
- Set up team.
- Administration.
- Setting up structures/procedures.
- Those sort of things.

(iii) Format

- A couple of layers.
 - a) regular and daily conversations, weekly HODs meetings (housekeeping/admin)
 - b) mixture of school, before/after school PD focus
 - c) focussed PD for the year on management – done by school executive

(iv) Barriers

- Managing the gaps – interest – to skills – to abilities of HOD.

- *
 - Do HODs want to be part of it (or can be) – do they have a much narrower interpretation of their role?
 - Time
 - Prioritise time/task
 - Value it

- Managing afterwards – you find someone good out there then what happens next? You get someone good in, you do it, you get people on side, what happens next.
- * - We call it a Faculty Coordinator here – I do not like that terminology 'co-ordinator' – it does not work at all.
- * - A HOD should be a leader – where the buck stops and where they have to manage the intellectual stuff in the department as well as the people as well as the change.

(v) Other Issues – PDC

- * - I did not have any PD as a HOD (4 years).
- I took on the role from someone desperate to get rid of it – he was not leader or manager - hated conflict.
- Communication/interpersonal skills – you are having to deal with a number of personalities/intellecets.
- I probably did things that were pretty intuitive to me and I think my communication skills are OK.
- A theoretical model.
- Need categories – perhaps a grid – that is what I am in the middle of – to make sense of the madness.
- Nitty gritty is fine – it's the harder stuff like people that needs a focus.
- Need better career planning/tracking.
- Better HOD meetings – do HODs work with each other in a collegial sense? – it needs to improve.
- Assistant HODs is a good thing.

APPENDIX 6 – DEMOGRAPHIC DATA

6.1	Table A	Age and Gender	- Chapter 6.1
6.2	Table B	Teaching experience	- Chapter 6.1
6.3	Table C	Qualifications	- Chapter 6.1
6.4	Table D	Role description and time period	- Chapter 6.2

Appendix 6.1

TABLE A – Age and Gender – Chapter 6.1

HODs (1 – 24) and PDCs (25 – 30) Age/Gender

		Age	Male	Female
1	CE1	57		1
2	CM2	46		1
3	CS3	51	1	
4	C14	47	1	
5	SE1	53		1
6	SM2	54		1
7	SS3	52		1
8	S14	48		1
9	DE1	63		1
10	DM2	47	1	
11	DS3	35		1
12	D14	36	1	
13	ME1	40		1
14	MM2	51	1	
15	MS3	44	1	
16	M14	55	1	
17	OE1	41	1	
18	OM2	52	1	
19	OS3	52	1	
20	O14	56	1	
21	FE1	54		1
22	FM2	48		1
23	FS3	37		1
24	F14	48	1	
Total		1167	12	12
Average		48.6		
25	CP1	51	1	
26	SP2	47		1
27	DP3	54	1	
28	MP4	52	1	
29	OP5	34	1	
30	FP6	31		1
Total		269	4	2
Average		44.8		

Appendix 6.2

TABLE B – Teaching Experience – Chapter 6.1

HODs (1 – 24) and PDCs (25 – 30) Experience

HOD		YEARS EXPERIENCE		YEARS AS HOD	
		This School	Total	This School	Total
1	CE1	16	32	4	6
2	CM2	4	20	2	4
3	CS3	11	27	1	6
4	CI4	5	25	5	13
5	SE1	15	25	9	9
6	SM2	5	30	5	12
7	SS3	14	22	8	8
8	S14	3	20	1	1
9	DE1	21	30	9	9
10	DM2	15	21	3	3
11	DS3	9	13	2	2
12	D14	11	11	3	3
13	ME1	13	20	6	6
14	MM2	15	29	5	5
15	MS3	15	18	6	6
16	M14	5	25	5	15
17	OE1	13	16	6	6
18	OM2	3	27	3	3
19	OS3	18	30	18	18
20	O14	7	37	7	7
21	FE1	8	30	6	6
22	FM2	24	25	4	4
23	FS3	2	25	1	1
24	F14	1	25	1	8
Total		253	583	120	161
Average		10.5	24.3	5.0	6.7
		YEARS EXPERIENCE		YEARS AS PDC	
		This School	Total	This School	Total
25	CP1	9	30	4	4
26	SP2	9	9	1	1
27	DP3	2	33	2	16
28	MP4	23	25	4	4
29	OP5	2	12	2	2
30	FP6	1	9	1	1
Total		46	118	14	28
Average		7.7	19.7	2.3	4.7

Appendix 6.3

TABLE C – Qualifications – Chapter 6.1

HODs (1 – 24) and PDCs (25 – 30) Highest Qualification

		Bachelor	BHons	Diploma	Masters	PhD	Further Study	
							Yes	No
1	CE1		1					1
2	CM2	1		1				1
3	CS3	1		1				1
4	C14	1		1				1
5	SE1	1		1				1
6	SM2		1	1				1
7	SS3	1		1				1
8	S14				1			1
9	DE1	1						1
10	DM2	1		1				1
11	DS3	1						1
12	D14	1						1
13	ME1				1			1
14	MM2	1						1
15	MS3				1			1
16	M14	1		1				1
17	OE1		1	1	1			1
18	OM2	1						1
19	OS3				1			1
20	O14				1			1
21	FE1	1		1				1
22	FM2	1		1				1
23	FS3				1			1
24	F14	1		1				1
Total		15	3	12	7	0	0	24
25	CP1	1						1
26	SP2	1		1				1
27	DP3	1		1				1
28	MP4	1			1			1
29	OP5	1						1
30	FP6	1						1
Total		6	0	2	1	0	0	6

Appendix 6.4

TABLE D – Role Description and time period – Chapter 6.2

HODs (1-24) and PDCs (25-30)

		Job Description		Fixed time period		
		Yes	No	Yes	No	Length
1	CE1	1		1		5
2	DM2	1		1		5
3	CS3	1		1		5
4	D14	1		1		5
5	SE1	1		1		10
6	SM2	1		1		10
7	SS3	1		1		10
8	S14	1		1		3
9	DE1	1		1		3
10	DM2	1		1		3
11	DS3	1		1		3
12	D14	1		1		3
13	ME1	1			1	
14	MM2	1			1	
15	MS3	1			1	
16	M14	1			1	
17	OE1	1			1	
18	OM2	1			1	
19	OS3	1			1	
20	O14	1			1	
21	FE1		1		1	
22	FM2		1		1	
23	FS3		1		1	
24	F14		1		1	
Total		20	4	12	12	65
Average						2.7
25	CPI	1			1	
26	SP2		1	1		10
27	DP3	1		1		4
28	MP4	1		1		10
29	OP5	1			1	
30	FP6	1			1	
TOTAL		5	1	3	3	24
Average						4

APPENDIX 7 – Guided questions for quantitative analysis
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7.1	Table E	PD target areas for curriculum	- Chapter 6.3.1 A
7.2	Table F	PD target areas for people	- Chapter 6.3.1 B
7.3	Table G	PD target areas for HOD management	- Chapter 6.3.1 C
7.4	Table H	Sources of provision of PD to HOD	- Chapter 6.3.2

Appendix 7.1

TABLE E – PD Target areas for curriculum (A1-4) – Chapter 6.3.2

HODs (1-24) and PDCs (25-30) Curriculum

		Curriculum	Resources	Outcomes	Teaching
1	CE1	5	1	5	4
2	CM2	3	4	5	5
3	S3	3	4	2	2
4	C14	4	4	5	5
5	SE1	3	4	3	4
6	SM2	5	5	3	4
7	SS3	4	4	5	4
8	S14	4	2	4	4
9	DE1	4	4	4	4
10	DM2	4	2	2	4
11	DS3	2	2	2	2
12	D14	3	1	3	4
13	ME1	3	3	4	5
14	MM2	5	5	4	4
15	MS3	2	2	2	5
16	M14	4	3	4	5
17	OE1	2	4	5	5
18	OM2	5	3	4	2
19	OS3	4	4	4	4
20	O14	4	4	5	5
21	FE1	4	3	3	4
22	FM2	4	5	5	4
23	FS3	1	1	1	1
24	F14	3	3	3	3
Sub Total – HOD		85	77	87	93
Average - HOD		3.54	3.21	3.62	3.7
25	CP1	5	4	5	5
26	SP2	5	4	5	5
27	DP3	2	5	5	5
28	MP4	3	4	5	4
29	OP5	3	2	4	4
30	FP6	4	3	3	4
Sub Total - PDC		22	22	27	27
Average - PDC		3.66	3.66	4.50	4.50
Total - all		107	99	114	120
Average - all		3.56	3.30	3.80	4.00

Appendix 7.2

TABLE F – PD Target areas for people (B1-4) – Chapter 6.3.2

HODs (1-24) and PDCs (25-30) People

		Leadership	Conflict	Team	Appraisal
1	CE1	3	5	3	1
2	CM2	5	4	4	3
3	CS3	2	2	2	2
4	CI4	4	3	4	5
5	SE1	3	3	5	2
6	SM2	5	5	5	4
7	SS3	5	5	5	4
8	S14	5	3	3	5
9	DE1	4	4	4	4
10	DM2	3	3	5	5
11	DS3	4	3	3	4
12	D14	5	5	3	4
13	ME1	2	3	2	5
14	MM2	5	5	5	5
15	MS3	4	4	4	5
16	M14	4	4	5	5
17	OE1	3	4	5	3
18	OM2	5	3	4	2
19	OS3	2	2	2	3
20	O14	5	5	5	5
21	FE1	5	5	5	5
22	FM2	4	4	3	3
23	FS3	5	5	5	2
24	F14	3	3	3	3
Sub total - HOD		95	92	94	89
Average - HOD		3.95	3.83	3.92	3.71
25	CP1	4	4	3	4
26	SP2	5	5	5	4
27	DP3	4	5	5	2
28	MP4	5	3	4	5
29	OP5	5	4	5	5
30	FP6	5	5	5	5
Sub Total - PDC		28	26	27	25
Average - PDC		4.66	4.33	4.50	4.16
Total - all		123	118	121	114
Average - all		4.10	3.93	4.03	3.80

Appendix 7.3

TABLE G – PD Target areas for HOD Management (C1-C4) – Chapter 6.3.2

HOD (1-24) and PDC (25-30) Management

		Allocation	Diversity	Delegate	Budget
1	CE1	1	1	1	1
2	CM2	3	3	3	4
3	CS3	3	3	4	1
4	C14	3	3	4	4
5	SE1	3	2	3	2
6	SM2	3	3	3	3
7	SS3	5	5	3	4
8	S14	3	3	5	5
9	DE1	2	2	2	2
10	DM2	1	1	1	1
11	DS3	4	2	4	4
12	D14	2	2	3	2
13	ME1	5	3	4	2
14	MM2	4	5	3	5
15	MS3	2	2	4	4
16	M14	3	3	3	3
17	OE1	4	4	3	2
18	OM2	1	2	1	1
19	OS3	2	2	2	2
20	O14	4	4	5	4
21	FE1	4	4	4	4
22	FM2	4	3	3	1
23	FS3	3	5	5	1
24	F14	3	3	3	3
Sub total - HOD		72	70	76	65
Average - HOD		3.00	2.92	3.16	2.71
25	CP1	3	4	3	3
26	SP2	3	4	5	4
27	DP3	4	4	3	3
28	MP4	2	3	2	1
29	OP5	4	4	2	1
30	FP6	4	4	4	4
Sub Total - PDC		20	23	19	16
Average - PDC		3.33	3.83	3.16	2.66
Total - all		92	93	95	81
Average - all		3.06	3.10	3.16	2.70

Appendix 7.4

TABLE H – Sources of provision of PD to HOD –

both Current (C) and Recommended (R) – Chapter 6.3.3

HOD (1-24) and PDC (25-30)

C=Current R=Recommended		Sen Exec		Personal		AIS or CEO		Prof		Subject		Private	
		C	R	C	R	C	R	C	R	C	R	C	R
1	CE1	1	4	4	4	2	5	1	4	1	4	1	4
2	CM2	3	4	5	5	3	4	1	3	3	1	5	5
3	CS3	1	4	3	4	2	2	2	2	2	2	1	2
4	C14	4	4	3	4	2	3	2	3	2	3	1	1
5	SE1	4	5	4	5	4	4	1	3	1	5	1	2
6	SM2	5	5	5	5	5	5	3	3	5	5	1	1
7	SS3	4	4	3	4	3	4	2	3	3	5	3	4
8	S14	2	3	5	5	3	4	4	4	1	2	2	2
9	DE1	1	3	5	5	1	1	1	1	1	1	2	2
10	DM2	2	3	4	4	4	4	1	1	4	4	4	4
11	DS3	4	4	4	4	4	5	1	3	2	3	4	3
12	D14	1	4	1	5	1	2	1	3	1	3	1	4
13	ME1	3	4	5	5	1	3	1	2	1	3	4	2
14	MM2	2	5	2	4	2	4	1	3	4	4	1	4
15	MS3	4	4	5	5	1	1	1	3	1	2	2	2
16	M14	3	3	2	2	2	2	2	2	4	4	2	2
17	OE1	2	3	4	4	2	3	1	2	4	4	1	1
18	OM2	4	5	5	5	2	2	1	3	4	4	1	1
19	OS3	4	4	5	5	3	4	2	3	2	4	1	1
20	O14	1	4	5	5	3	5	1	1	4	4	2	2
21	FE1	2	4	5	5	2	2	2	2	4	4	1	1
22	FM2	3	3	1	5	3	3	1	3	3	4	1	1
23	FS3	3	5	4	4	2	3	1	4	3	3	1	1
24	F14	4	4	4	5	2	2	2	2	2	2	2	2
Sub total - HOD		67	95	93	108	59	77	36	63	62	80	45	54
Average - HOD		2.8	4.0	3.9	4.5	2.5	3.2	1.5	2.6	2.6	3.3	1.9	2.3
25	CP1	3	4	2	5	3	5	1	3	4	4	4	4
26	SP2	3	4	5	5	3	5	2	4	5	5	2	3
27	DP3	2	4	4	4	2	3	2	4	1	4	4	2
28	MP4	3	4	2	5	2	5	2	4	3	4	2	2
29	OP5	2	4	2	4	4	4	1	5	1	5	1	3
30	FP6	2	4	1	5	3	3	1	3	3	4	1	1
Sub total - PDC		15	24	16	28	17	25	9	23	17	26	14	15
Average - PDC		2.5	4.0	2.7	4.7	2.8	4.2	1.5	3.8	2.8	4.3	2.3	2.5
Total – all		82	119	109	136	76	102	45	86	79	106	59	69
Average - all		2.73	3.96	3.63	4.53	2.53	3.46	1.05	2.86	2.63	3.53	1.96	2.30

APPENDIX 8 – Guided questions for qualitative analysis

8.1	Table I	PD Activities	- Chapter 6.4.1
8.2	Table J	Role of School	- Chapter 6.4.2
8.3	Table K	Format of PD preferred	- Chapter 6.4.3
8.4	Table L	Barriers to PD	- Chapter 6.4.4
8.5	Table M	Other issues	- Chapter 6.4.5

APPENDIX 8.1

TABLE I – Last 2 PD Activities of direct benefit to HOD role – Chapter 6.4.1

HODs (1-24) and PDCs (25-30)

		A	B	C	D	E	F	G	H	I	J	K
1	CE1		1									
2	CM2	1				1						
3	CS3			1								
4	C14	1					1					
5	SE1							1				1
6	SM2	1			1				1			1
7	SS3				1							1
8	S14					1			1			
9	DE1									1		1
10	DM2			1								
11	DS3				1							
12	D14											1
13	ME1				1							1
14	MM2									1		1
15	MS3	1			1							1
16	M14				1							
17	OE1	1										
18	OM2		1									
19	OS3											1
20	O14											1
21	FE1	1										
22	FM2		1									
23	FS3	1						1				
24	F14					1						
Sub Total - HOD		7	3	2	6	3	1	2	2	2	0	10
25	CP1								1		1	
26	SP2	1										
27	DP3											1
28	MP4				1							
29	OP5	1										
30	FP6	1										
Sub Total - PDC		3	0	0	1	0	0	0	1	0	1	1
Total - all		10	3	2	7	3	1	2	3	2	1	11

Key	A	School based	G	Another School
	B	Board of Studies	H	Conferences
	C	Subject Associations	I	Association of Independent Schools/CEO
	D	Private Enterprise	J	Personal Initiative
	E	Mentor – Internal	K	Nil
	F	Mentor – External		

Appendix 8.2

**TABLE J – HODs and Role of School with the provision of PD to HODs – Chapter 6.4.2
HODs (1-24) and PDCs (25-30)**

		A	B	C	D	E	F	G	H	I	J
1	CE1	1	1		1	1					
2	CM2					1	1	1			
3	CS3			1							
4	C14							1	1		
5	SE1					1		1		1	
6	SM2					1		1	1		
7	SS3		1		1	1		1			
8	S14					1		1			
9	DE1				1	1	1				
10	DM2							1		1	
11	DS3				1		1			1	
12	D14		1	1	1						
13	ME1									1	
14	MM2							1		1	
15	MS3	1						1			
16	M14					1					
17	OE1				1	1					
18	OM2		1								
19	OS3					1					
20	O14					1					
21	FE1				1	1					1
22	FM2				1						
23	FS3						1				1
24	F14				1						1
Total - HOD		2	4	2	9	12	4	9	2	5	3
25	CP1		1								
26	SP2							1			
27	DP3					1				1	
28	MP4				1	1		1			
29	OP5					1				1	
30	FP6					1					
Sub Total - PDC		0	1	0	1	4	0	2	0	2	0
Total - all		2	5	2	10	16	4	11	2	7	3

Key	A	Internal Handbook/checklist	F	Mentor
	B	Regular HODs meetings	G	Special courses
	C	Meet with HODs from other schools	H	Core values
	D	Provision of time/resources	I	Feedback from Senior Executive
	E	Senior Executive to promote PD to HOD	J	Readings

Appendix 8.3

TABLE K – HODs and PDCs Preferred Format of PD – Chapter 6.4.3

HODs (1-24) and PDCs (25-30)

		A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	CE1	1			1							1		1	
2	CM2										1	1			1
3	CS3		1								1	1			1
4	CI4								1	1	1				
5	SE1			1	1		1			1					1
6	SM2			1			1			1		1			
7	SS3			1	1					1					
8	SI4		1	1											
9	DE1														1
10	DM2			1								1			
11	DS3										1	1			
12	D14		1							1		1			1
13	ME1						1					1			
14	MM2			1			1				1				
15	MS3	1													
16	M14		1	1		1					1				
17	OE1			1							1				
18	OM2			1		1				1					1
19	OS3			1								1			1
20	O14						1						1		
21	FE1			1						1	1	1			
22	FM2									1	1		1		
23	FS3		1								1				1
24	F14									1	1				
Sub total - HOD		2	5	11	3	2	5	0	1	9	11	10	2	1	8
25	CP1	1	1												
26	SP2			1							1		1		1
27	DP3										1				1
28	MP4							1							
29	OP5	1									1		1		
30	FP6	1		1		1									
Sub total - PDC		3	1	2	0	1	0	1	0	0	3	0	2	0	2
Total - all		5	6	13	3	3	5	1	1	9	14	10	4	1	10

Key	A	Better use of HOD meetings	H	Off site
	B	Holiday	I	Workshops, variety, practical
	C	After school/evenings	J	HODs from other schools
	D	Weekends	K	Short timed sessions < 1 day
	E	School time	L	Longer timed sessions > 1 day
	F	Not school (class) time	M	Not group work
	G	On site	N	Relevant/quality

Appendix 8.4

**TABLE L – Barriers to the provision of PD for the role of being a HOD – Chapter 6.4.4
HODs (1-24) and PDCs (25-30)**

		A	B	C	D	E	F	G	H
1	CE1	1		1					
2	CM2	1			1				
3	CS3	1		1					
4	C14	1			1		1		
5	SE1	1			1				
6	SM2	1			1				
7	SS3	1	1						
8	S14	1					1		
9	DE1	1							
10	DM2	1			1				
11	DS3	1							
12	D14	1							1
13	ME1	1		1					
14	MM2	1			1				
15	MS3	1					1		
16	M14	1					1	1	
17	OE1	1		1	1	1			
18	OM2	1							
19	OS3	1							
20	O14	1	1						
21	FE1	1		1	1				
22	FM2	1			1				
23	FS3	1		1			1		
24	F14	1					1		
Sub Total -		24	2	6	9	1	6	1	1
25	CP1	1		1	1				
26	SP2	1							
27	DP3	1							
28	MP4	1					1		
29	OP5	1		1					
30	FP6	1							
Sub Total -		6	0	2	1	0	1	0	0
Total - all		30	2	8	10	1	7	1	1
Average		1.0	0.06	0.3	0.3	0.03	0.2	0.03	0.03

Key	A	Time	E	Less pastoral duties
	B	Less teaching	F	Less duties/rosters
	C	Less cocurricular	G	Better time allocations
	D	Less administration	H	Lack of courses

Appendix 8.5

TABLE M Other Issues not covered by Tables A – D – Chapter 6.4.5
HODs (1-24) and PDCs (25-30)

		A	B	C	D	E
1	CE1				1	1
2	CM2	1	1			
3	CS3		1			
4	C14			1	1	
5	SE1			1		
6	SM2	1		1	1	
7	SS3			1		
8	S14			1		
9	DE1			1		
10	DM2			1		
11	DS3					
12	D14					
13	ME1				1	
14	MM2			1		
15	MS3	1		1		
16	M14			1	1	
17	OE1	1				
18	OM2		1			
19	OS3					
20	O14				1	
21	FE1			1		
22	FM2				1	
23	FS3			1		
24	F14			1		
Sub Total -		4	3	13	7	1
25	CP1	1				1
26	SP2					
27	DP3					
28	MP4		1		1	
29	OP5	1			1	1
30	FP6		1	1	1	
Sub Total -		2	2	1	3	2
Total - all		6	5	14	10	3

Key	A	Function of HODs team	D	People focus need
	B	Poor HODs meetings	E	Pastoral -v- academic clash
	C	Need for HODs training		

<p>APPENDIX 9 PILOT STUDY – DINHAM ET AL. (2000) – SUMMARY OF CONCLUSIONS</p>
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9.1 REASONS FOR WANTING TO BE A HEAD OF DEPARTMENT

There was a diversity of reasons given for wanting to be a Head of Department, with some of those interviewed giving more than one reason. In rank order, the main reasons were given as:

- A natural career progression (10 HODs from 26)
- Being asked or encouraged to take on the role (9)
- Wanting to make a difference (8)
- Attracted by the challenge of the role (8)
- Desire to be a leader in subject area (7)
- Wanting greater involvement in decision-making (7)
- Just drifted into it (7) [See Appendix 3 for full results]

As noted, 10 of the 26 interviewed said they saw becoming a HOD as being part of a natural career progression, while there were 6 who described becoming a HOD as a personal ambition. On the other hand, 7 HODs stated that circumstances led them to just 'drift into the job' (5 independent, non-government).

A large proportion saw themselves as curriculum specialists and wanted to be a leader (7) and to make a difference in their subject area (8).

Other reasons given for becoming a HOD included 9 who said they were asked and encouraged to take on the role, while 7 HODs wanted a greater role in decision making. Eight HODs said they wanted the challenge of the role.

Increased salary flowing from promotion to HOD was mentioned by only 4 of those interviewed, while an equal number gave the desire for power and influence as a motivation for them seeking the position. No women gave either salary or power and influence as a reason for taking on the role of HOD.

Overall, implicit in many of the answers to this question was a feeling of reaching a stage in one's professional development where greater responsibility and influence over teaching, learning and decision making was now sought, although there was a minority who found 'greatness thrust upon them'. Comments about becoming a Head of Department included:

- 'It's a natural progression. I like control over my own destiny' (male, government).
- 'I've had a personal interest and enthusiasm in my faculty. I want to have more power in organising the development of my faculty' (male, independent, non-government secondary school).
- 'Originally I was encouraged by a senior teacher. I worked towards it from my second year. They [other HODs] were all positive and encouraging' (male, government).
- 'It's mostly innate. It comes from within. It eats at you when you hear about others who have gained promotion and you don't think much of them' (male, government).
- 'The position gives you credibility' (female, government).

9.2 INFLUENCES ON SEEKING THE POSITION

Major influences on those interviewed seeking to be a HOD were, in rank order:

- Other HODs (11)
- Senior school staff, including principals (10)
- Mentors and role models (9)

Overall, other people engaged in the educational profession, usually at a higher level, were the major influence on becoming a HOD for those interviewed in the study. Sometimes this took the forms of encouragement, networking, role modelling and/or mentoring. Clearly, the judgement of a more experienced colleague was important in making the decision to put oneself forward for promotion, the reverse side of the coin being that senior staff often act as 'talent spotters' in their schools and for their subject areas.

Of the 26 HODs interviewed, 21 saw other people in their schools as being the major external influence on them seeking promotion. Ten saw encouragement from the principal or senior staff as being a major influence and 11 mentioned other HODs (8 from independent, non-government secondary schools). Nine mentioned the importance of a mentor, mostly from within the school. For five of those interviewed, a negative role model became a major influence in that the person concerned felt he or she could do a better job than HODs they had worked with. In the words of one person interviewed, 'They treated me like an idiot.' (male, independent, non-government secondary school). Other comments included:

- 'Originally I was encouraged by a senior teacher – a 'de-facto head teacher' in my first school. There were only three of us in the department and from my second year onwards I worked towards it. They were all positive and encouraging' (male, government).
- 'I had lots of encouragement in my first year of teaching by the HOD ... indicating that I had the talent ... current deputy principal really encouraged me in my previous school (male, government).
- 'I watched 'The Bill' [TV series] and didn't want to be like 'Tosh', locked into one job forever' (male, independent, non-government secondary school).
- 'The music inspector [pre 'merit selection'] contacted me re a head teacher music position that was coming up and encouraged me to apply' (female, government).

9.3 PREPARATION FOR THE ROLE

A majority of those interviewed (17 out of 26) reported little or no formal preparation provided for or undertaken by them before becoming a Head of Department (10 in independent, non-government secondary schools). What preparation there was tended to be informal and 'on the job', and either self initiated (11), or consisted of periods of time as an acting HOD (10, including 7 from independent, non-government secondary schools). The experience gained in

other school leadership roles was given as a form of preparation for the role by 8 of those interviewed.

Formal preparation programs such as higher degree study (4), professional associations (2) and school or system in-service (5) were in the minority of sources of leadership preparation cited by those interviewed. One HOD stated: 'Studying for my masters gave me an insight into being a HOD'. (Male, independent, non-government secondary school). Two cited leadership experience outside the school, while, as noted, only 5 said their system or school provided formal in-service for the role.

It should be noted that women were under-represented in the areas of being an acting HOD or other school leadership experience (1, versus 9 men), whilst no women mentioned leadership experience outside school (2 men), professional associations (2 men) or school or system in-service (5 men). Women were, however, over-represented in the area of self-initiated preparation (4, versus 7 men, out of a sample of 6 women and 20 men). As noted, HODs were more likely to have the experience of acting in a higher position in independent, non-government secondary schools (7, versus 3 government HODs). Comments about preparation for the role included:

- 'Not much really. I saw many HODs at my school. I saw a variety of ways they functioned. I asked questions. No training was provided by my employer' (male, independent, non-government secondary school).
- 'I've never received any training for the job apart from on-the-job training' (male, government).
- 'Very easy – none was received. Technically no formal DET in-service. What I had was two supportive principals who allowed me to co-ordinate my subject and attend executive meetings and be part of the wider organisation of the school' (female, government).
- 'I did a course with the leading teacher for three months. We met weekly after school and talked about the requirements for a Head of Department and what was needed. The LT developed this course. At the time I had a really bad HOD and I asked the LT to help' (male, government).

9.4 PERCEPTIONS OF THE USEFULNESS OF PREPARATION FOR THE ROLE

There were largely opposing views in response to the question about usefulness of preparation undertaken for the role of HOD. Twelve out of 26 felt unprepared, 8 out of 26 felt adequately prepared and 8 out of 26 felt well prepared. Of the latter, two also stated they were unprepared in some important areas of their role. More respondents from independent, non-government secondary schools (8 out of 12) felt unprepared for the HOD role.

Men and women were fairly evenly split on this issue relative to their respective numbers, although women were less represented in comments about feeling well prepared (1, versus 7 men). Comments about the preparation for the role included:

- ‘I wasn’t well prepared. I felt I battled through it’ (male, independent, non-government secondary school).
- ‘In some ways I was well prepared, but in conflict management I was not prepared’ (male, independent, non-government secondary school).
- ‘I was fairly well prepared ... I think I had knowledge about my subject area, organisational skills and technical skills’ (male, government).
- ‘From my perspective, fairly well. I had a wide-ranging experience over a period of time’ (female, government).

9.5 EXPECTATIONS FOR THE ROLE

Only half (13 of 26) of the respondents felt that the actual job of being a Head of Department matched their initial expectations, with eight of these being from government schools. There were two HODs who said they were enjoying the role more than they expected they would but, on whole, those interviewed encountered a range of negative pressures and experiences they had neither anticipated nor believed they had the skills to deal with. These included:

- Problems involved with ‘people management’ (mentioned by 8 HODs)

- Underestimating the workload (7)
- Lacking conflict resolution skills (6)
- Dealing with constant pressure (5)
- Interpersonal demands and pressures (5)
- Lack of awareness of aspects of the role (4)
- Parental demands and pressures (3)
- Imposed tasks and responsibilities (2)
- Impacts of a whole school role (1)

As noted, 7 of the 26 said they had underestimated the workload of the HOD (5 independent, non-government secondary school). One HOD (male, independent, non-government secondary school) commented that the 'workload was much more than I expected...there are not enough hours in the day'. The theme of lack of time came through in answers to other questions, including the 'worst aspects' of the role, to be examined shortly.

Women were over-represented in the group saying the role had matched their expectations (5 of the 6 women interviewed), whilst no women mentioned problems with imposed responsibilities, parental demands, lack of awareness of aspects of the HOD position, or impact of having a whole school role.

9.6 BEST ASPECTS OF BEING A SECONDARY HEAD OF DEPARTMENT

Clearly, the most popular aspect of the role amongst the heads of department interviewed in the study was working with staff. Seventeen of 26 respondents identified this area as being a highly rewarding aspect of their role. Comments such as 'working with staff in your own Faculty area and developing a team, sharing decisions and responsibilities ... and gathering competent, professional people, is gratifying' encapsulated the views of many.

Also seen as significant was the capacity to exert greater influence within the school and to initiate change (mentioned by 13 and 11 respondents respectively). One HOD described this as 'the enjoyment of making changes and seeing them work'. Allied responses covered the rewards

of team leadership (9 responses), serving students and staff (7), and facilitating success (7, 5 from the Government sector), working with students (6), sharing one's love of a subject (5), and freedom and discretion (5).

Development of curriculum was mentioned as a 'best aspect' of the role only by 5 respondents. This relatively low rate for what appears to be a major aspect of the role may reflect current short-deadline driven pressure with the new HSC in NSW, requiring rapid development of new teaching and learning programs. This interpretation seems to be borne out by the results of the next section on worst aspects of the role.

Managing finances and resources (3), choosing one's own staff (1), enjoying support from the school (1), and having a whole school focus (1), did not attract high ratings.

Women in the sample were over-represented in areas of facilitating success and working with staff, while no women indicated developing curricula, choosing one's own staff or managing finances and resources were amongst the best aspects of the role for them.

Overall, the best aspects of being a HOD were clearly seen to revolve around working with, leading, and serving people, with contributing to change within the school through having a greater influence also seen as being important positive aspects of the role.

9.7 WORST ASPECTS OF BEING A SECONDARY HEAD OF DEPARTMENT

The most prominent negative aspect of being an HOD mentioned in the study was lack of time (14 respondents): 'I take a lot of work home...I cannot do any of my own class preparation or marking at school', (male, independent, non-government secondary school), being a typical comment. A related concept was constant workload and pressure (9). Under-performing staff (9), and inter-personal conflicts and problems between staff (7) were also seen as significantly negative aspects of the role. Tension between the faculty and the upper management of the school was mentioned by 6 respondents. One spoke of being 'caught between your own staff and their

expectations of you and the demands and responsibilities in terms of senior staff or administration’.

Six Heads of Department mentioned the difficulty of dealing with parental complaints and demands. Four struggled with imposed change and 5 with enthusing unmotivated staff. A total of 9 HODs found the pressures and workload of being a Head of Department detracted from their own teaching, and that the role compromised their own performance.

Three HODs found imposed deadlines problematic, while 3 mentioned the difficulty of disciplining students. Two each cited lack of personal space, staff/student issues and their work being reactive, not pro-active, while 1 HOD mentioned financial constraints and inability to plan for the longer term.

Constant workload and pressure, lack of time and parental complaints and demands produced approximately double the level of responses from the independent, non-government secondary school sector. Women were over-represented in identifying workload pressure, dealing with under performing staff and interpersonal conflicts/problems with, and between, staff as the worst aspects of the role.

9.8 ELEMENTS OF THE WORKLOAD OF THE HEAD OF DEPARTMENT

Most prominent elements of the work of the Head of Department were seen to be paperwork and other administrative requirements (22 responses), teaching (21), student discipline and conflict resolution (18) and chasing up matters with students (18). With the exception of teaching, these major elements of the HOD’s workload, along with others below, tend to arise from externally imposed demands and pressures.

On the next level of responsibility were curriculum development (13), assessment and marking (12), curriculum monitoring (10), facilitating the professional development of staff (11) and dealing with own staff (13). Meetings (6), other external requirements (5), whole school involvement (5), dealing with parents (7), organising activities (6), extra curricular activities (1)

and dealing with non-department staff (1), round out the multi-faceted role of the secondary Head of Department today.

In the sample, men were more likely to mention organising activities, external requirements, and meetings, while HODs in the independent, non-government secondary school sector were over-represented in comments about teaching, assessment and marking, organising activities, meetings and chasing up students.

A key feature of the comments made by HODs about their responsibilities and tasks is that the vast majority are extraneous to teaching one's own classes (see below), a major part of the HOD's role in respect of time, given the modest time allowance – and salary - most HODs receive in return for taking on the position.

9.9 HOW HEADS OF DEPARTMENT SPEND THEIR TIME

As noted earlier, it had been hoped that the HODs might be able to specify in percentage terms how they spend their time. However, in most cases those interviewed found this too difficult. Most in fact, seemed to be faintly horrified when they realised the spread of their responsibilities, as noted above. What follows, then is more proportional than exact.

Most significant aspects of the workload of the head of the department were seen teaching one's own classes (14 responses), student discipline/conflict resolution (14) and paperwork/administration (14). Curriculum development, with 12 responses, was also seen as very time consuming, as was facilitating professional development of staff, with 11 comments. Assessment/marking and curriculum monitoring, noted by 9 and 8 HODs respectively, also rated highly. Dealing with faculty staff (7), and whole school involvement (6), also occupied significant time for some. Organising activities (2), and dealing with parents, maintenance and extra-curricula activities (1 each) were less prominent in answers to this question.

In this section, women were strongly represented in areas of curriculum monitoring, assessment and marking, facilitating the professional development of their own staff, dealing with their own staff, paperwork and other administration and whole school involvement.

9.10 PREFERRED WORKLOAD – REDESIGNING THE ROLE OF THE HEAD OF DEPARTMENT

Notions of redesigning the role of Head of Department centered on reducing the teaching load of HODs (13 respondents), making more time available to spend with staff (13) and reducing administration (12). One Head of Department pointed out ‘most free time currently goes in day-to-day running of the Department, with not enough time to sit down with individuals’. Another put it succinctly: ‘management of people requires time...People are pushed by time’; while another HOD simply said, ‘shed administrative clutter’. ‘Less paperwork’ was probably the essential summary.

One reflective comment indicated that there is ‘not nearly enough opportunity to arrange significant blocks of time when faculty staff get together to discuss pedagogy and curriculum’. A related idea was more time on ‘core business’ (9 replies), followed by more time with students (5). Reduced extra-curricula workloads on staff (2), and more whole school involvement (1) received some support.

Reducing administration was a more frequent response to this issue in the government sector. Men were more prominent in comments about spending more time with staff and more time on core business.

9.11 LEADERSHIP STYLE OF THE HEAD OF DEPARTMENT

When describing their leadership style, those interviewed clearly saw themselves as key members of a team. This role required them to be collaborative and to consult with others (17 responses), to be a team player (14), and to act in a democratic and consensual manner (13). It is important to note that these are self-perceptions that might or might not be shared by others in the school.

Being a facilitator was considered important (7), although there was a need to know when to be decisive (7). Keeping people informed and being communicative (11), being available and approachable (7), and being helpful (3) were also mentioned as aspects of the leadership style of those interviewed. Empowering others and being inclusive (7), while recognising others and providing positive feedback to staff (10) were also considered important aspects of the leadership role of the Head of Department.

Overall, the Heads of Department saw their leadership style as dependent on being able to work with and for others, i.e. they stressed the interpersonal demands of the role of HOD. The key 'linking pin' role of bridging the gap between the department and its field of operations and the higher executive of the school was implicit in many of the comments made about being a conduit for information and communication.

Women were over-represented relative to their overall number in comments about being a team player, recognising and appreciating others and providing positive feedback. Men were over-represented in comments about being available and approachable and in knowing when to be decisive. Heads of Department in independent, non-government secondary schools were over-represented in comments about being available and approachable. Comments concerning personal leadership style included:

- 'I like to listen to people, both personally and professionally' (male, independent, non-government secondary school).
- '...consensus, teamwork, staff having confidence in me and I in them' (female, independent, non-government secondary school).
- '...lead by example...the buck stops with me, but we do it together' (female, independent, non-government secondary school).
- 'I lean towards a democratic leadership style – a product of personality. Tends towards laissez-faire...easy going. I like to see everyone enjoy what they do and not be offside and work in a happy environment' (male, independent, non-government secondary school).

- ‘Consultative, consensus person. Not much point telling people [what to do] as I’m dealing with staff at least as bright, or brighter, who are able to evade what they don’t want to do. Ownership is important...I’m not a great believer in meetings and formal minutes...need to be up-front with people’ (male, government).
- ‘I try to be accessible as possible and lead by example. I try to involve staff in every aspect of the organisation – give time in faculty meetings to inform them of what is required and I want their input...staff can specialise in an area and I give them as much self determination as possible...open leadership...people can feel they can speak and be respected as professional people’ (female, government).

9.12 ORIGINS AND INFLUENCES OF THE LEADERSHIP STYLE OF THE HEAD OF DEPARTMENT

Overall, experience working with and observing other people – rather than attending formal in-service courses or undertaking higher study - was considered by those interviewed to be the major influence on the leadership style they had developed. There were 8 comments by HODs about the influence of previous Heads of Department they had worked with, while role models and mentors (9) and observation of others (8) were mentioned by HODs as important influences on their leadership style. Individual personality (7) and an understanding of people (3), along with experience over time (8) were also mentioned as origins of and influences on leadership style.

In reflecting the dominance of more informal, experiential, and inter-personal factors in this matter, professional associations (1), formal study (1) and in-service (2) were infrequently mentioned as contributing to leadership style. Additional informal and intangible influences such as collegial groups (2), the culture of the school (4) and leadership experience outside education (5) received higher prominence in comments about origins of personal leadership style than formally structured leadership preparation activities.

Interestingly, there were some who mentioned negative role models and experiences (6) as being important influences on the development of their leadership style, i.e. lessons – again from experience - on what *not* to do.

There was a sharp and very interesting distinction between men and women in answers to this question. Men, overall, gave a much greater variety of sources of their leadership style, with networking of various forms being important, while women appeared to have utilised fewer avenues to develop their individual leadership style. This finding may reflect the under-representation of women in higher promotion positions in schools who can act as role models and mentors to other women - at least at the time those interviewed were in their 'formative years' as educational professionals - and the fact that men might be more likely to network with and assist other men.

To illustrate this distinction between men and women, there were 8 men, and no women, who mentioned previous HODs as being influences on the development of their style of leadership. There were 7 men who mentioned the observation of others as being important, while only 1 woman who gave this as a source or influence on her leadership style. Leadership experience outside education was mentioned by 5 men and no women as being an influence on leadership style, while women relied much more on experience over time in schools than did men (8 women, 3 men). There were 7 men who said their leadership arose naturally or from their personality, whilst no women mentioned this as a factor in their leadership.

Finally, observation of others as a source or influence on leadership style was mainly confined to independent, non-government secondary schools (6 from 8 comments), as was leadership experience outside education (4 from 5). Independent, non-government secondary school HODs were also more likely to mention the influence of role models and mentors (6 of 9 comments), although, independent, non-government secondary school HODs were also more likely to cite the influence of negative role models (4 of 6 comments).

Comments concerning the question of origins and influences on leadership style included:

- 'Influenced by a very good K-12 principal in the past who was a servant leader – never would ask you to do something that he did not do, e.g. pick up rubbish. I've

been influenced mainly by good leaders, not the poor ones that have been witnessed' (male, independent, non-government secondary school).

- 'It developed as I was going through my own experiences. I was given support and wanted to pass this on to other people' (female, government).
- 'I have gone through all sorts of leadership type things – I was SRC President at school and involved at uni and these developed my skills...all sorts of committees. I've sought to do more than others' (male, government).
- 'I think it's innate. I've always been involved in a team situation...I've got no formal training. I've watched and listened to my parents. I read and get feedback from my colleagues' (male, government).
- 'I've always been involved in the people side...year adviser (state system)... leadership style influenced by this...It's very uncomfortable with a person who takes an authoritarian line, i.e. one dimensional' (female, independent, non-government secondary school).
- 'The influence came from past experience. I've learnt what will work and what won't work...I also like to experiment' (male, independent, non-government secondary school).

9.13 SCHOOL LEADERSHIP AND DECISION-MAKING INVOLVEMENT

Those interviewed perceived their school leadership and decision-making involvement in formal terms overall, i.e. through official channels and measures, rather than in terms of more informal or intangible influences on school change. School executive meetings were seen as the major involvement (22 of 26 interviewed), while meetings with other heads (10) were also seen as avenues for school leadership and decision making. Having and utilising access to senior executive (8), working with other executive (5), being consulted by other executive over change (7) and being involved in school project teams (5) were also given as examples of school leadership involvement.

There were 12 HODs who mentioned in favourable terms their opportunity to contribute to and influence school decision making, with some noting their considerable opportunity for influence

and involvement (5). However, this view was not universally shared, with some HODs noting they did not have a large influence (3), and that top-down decision making was the order of the day in their school (3). Four HODs complained of a lack of access to senior executive, while one HOD said he had no more influence than the 'average teacher' in terms of his involvement in school leadership and decision making. Women were proportionately more likely to make comments about access to senior executive and to be consulted by senior executive about change. Men, however, were more likely to complain about top-down decision making (3, versus no women), not having a large influence (3, versus no women) and lack of access to senior executive (4, versus no women).

HODs at independent, non-government secondary schools were more likely to mention meetings with other HODs (8, versus 2 HODs at government schools), and having a say or influence (8, versus 4 government HODs) in respect of their involvement in school leadership and decision making. HODs at government schools were more likely to mention involvement in project teams (4, versus 1 independent, non-government secondary school).

A common approach mentioned by newly appointed HODs (7 were in their first year), was 'finding one's feet' and getting to know the people and culture before becoming more heavily involved. Comments about involvement in school decision-making included:

- 'At this school, HODs do have a say and influence – if it is not supported by HODs then it will not run' (male, independent, non-government secondary school).
- 'I'm having no more input than before being a HOD...I'm a new HOD hence just finding feet. The [department] team is very large hence difficult to have an impact... There is some sense of removal of the senior executive from the HODs – a feeling that executive decisions are often made and then handed down, probably due to lack of time' (male, independent, non-government secondary school).
- '[senior] School executive has the decision-making roles. Head of School is usually ready to listen to ideas...I'm very aware that I am putting forward suggestions...not in the driver's seat' (female, independent, non-government secondary school).

- 'Hard to say at the moment because I'm so new...I am part of the HODs' meeting in which every voice is heard...changes have occurred smoothly because of this' (female, independent, non-government secondary school).
- 'High involvement in small [senior] executive, decision making spread over small number of people. A lot is delegated from above...Heavy involvement in whole school planning, policy writing...exciting and new. Executive laid back but well supervised by Principal and Deputy' (male, government).
- 'The HODs are a cohesive group. There is a strong network...You can be involved at all levels. The Principal utilises the process of the HOD being the intermediary between Principal and staff. You're asked to report to staff and come back with a decision' (female, government).

9.14 PREFERRED SCHOOL LEADERSHIP AND DECISION MAKING INVOLVEMENT

The Heads of Department interviewed in the study were largely happy with their current involvement in school leadership and decision-making, with better communication with senior executive perceived as the major problem area for improvement. There were 14 HODs who stated that they were satisfied with present decision-making processes, although better communication with senior executive was mentioned by 8 HODs as needed in their schools.

There were 4 HODs who said that change should be slower and more evolutionary in their school, 2 HODs said that executive meetings needed to be restructured to allow greater discussion and input, while 2 HODs thought sub-committees or project teams for specific purposes should be introduced at their school. Despite the fact that women had previously noted access to senior executive as a part of their involvement in school decision-making, women were also more likely (3 of 6 women interviewed) to cite the need for improved communication with senior school executive.

However, overall, those interviewed realised the constraints on both themselves and their superiors, particularly in the areas of imposed change, mandatory requirements and lack of time, where the usual tone of response tended to be philosophical. One comment is typical:

- 'I wouldn't choose to alter it – I have considerable scope in what I want to do and I'm consulted re changes' (male, independent, non-government secondary school).

9.15 PRESENT PROFESSIONAL DEVELOPMENT NEEDS OF A HEAD OF DEPARTMENT

The most obvious feature of the perceived professional development needs noted by those interviewed was actually the diversity of responses. The main professional development needs noted by the 26 Department Heads were in the areas of people management (7), meeting with Heads of Department from other schools (7), conflict resolution (6), dealing with the diverse demands of the job (6), time management (5), and the better use of technology (4).

Issues in the area of people management were dominated by frustrations arising from dealing with difficult or incompetent staff, with 6 comments from the independent, non-government secondary school sector and 1 from a Head of Department in a government school. Comments included: 'One of the worst things is trying to deal with unprofessional staff ... yet many just need coping strategies'. Another Head of Department stated that one of the worst things was when 'you had a teacher who was not trying'.

Problems associated dealing with complaints and demands of parents were also noted: 'I did not expect the intensity of some of the parent complaints. It is difficult to balance support for staff and dealing with the issues...you get caught between the two'. As noted, the related area of conflict resolution was seen as an area of professional development need by 6 heads of department. Comments in this area included references to being the 'meat in the sandwich' in interpersonal disputes and the fact that some staff tend to 'personalise complaints' that might be made about their practice. Another Head of Department stated 'you can't walk away from problems - you must work through them to create a resolution'.

As noted, the opportunity to meet with heads from other schools was given as a professional need by 7 of those interviewed (6 males and one female). The general theme here was that some 'benchmarking' and sharing of ideas with other HODs, especially of the same discipline background, would be very useful.

The next two categories of dealing with diverse demands (6) and time management (5) are obviously related. Comments were made about 'left field agenda items' and 'paperwork generated internally and externally' that caused problems.

One Head of Department commented that he learnt early that he couldn't 'do all the job description' and hence had to 'learn to prioritise'. A frequent issue was 'not enough hours in the day' and that the school day is taken up (apart from teaching) with 'full on administration' and 'crisis management'. One Head of Department said that 'major initiatives can only be thought about in holiday periods'. Another was concerned that he were a poor delegator - 'I sometimes think I do too much for staff...but staff are pulling their weight...they under stress'. As noted, there were 4 responses regarding the need for better use of technology. Usually, these comments were about a perceived need to 'keep up to date' with technological developments.

Other concepts that received between 1 and 3 responses for professional development needs were student welfare (3), enhancing staff performance (2), outcomes based assessment (2), experience of higher levels of management (1), stress management (1), career path advice (1), budgeting (1), leadership (1), curriculum (1), change management (1) and current educational trends (1). As noted, there was a great diversity of responses to this issue, with many professional development needs being noted by only one or two HODs. However, non-government HODs were more likely to cite the professional needs of people management and conflict resolution, while government HODs were more likely to mention dealing with diverse demands as a need.

9.16 HOW ARE THESE PROFESSIONAL DEVELOPMENT NEEDS BEING MET?

The Heads of Department were equally divided as to the question of whether they felt their professional development needs were currently being met (11 responses) or not (11). Many commented on the concept of 'learning on the job' and the fast externally driven changes that were occurring in education. The need to keep up to date with educational change was seen to take priority over other professional development needs – both one's own and other staff - due to shortage of time. The role of Head of Department was seen as becoming more complex, with one Head of Department noting 'the diversity of skills needed...this point has really come home to me this year'.

External in-service courses were the most popular (7) form of obtaining required professional development. This was particularly so for males (5) and independent, non-government secondary school HODs (5 of 7). Several (3) from the state system commented favorably about specialist head teacher in-service courses for people new to the role offered by the NSW DET. Other avenues for professional development utilised by those taking part in the study were professional associations (3), internal in-service (2), formal study (2), higher executive at school (2), subject meetings with staff (1) and own external networks (1).

On a different tack to more formal means of meeting professional development needs, there were comments about a need for greater recognition of the role of the Head of Department from senior school executive and external bodies or systems, Heads of Department commenting on the 'lack of recognition for the role'. Also mentioned was the fact that 'more support is needed for this pivotal position', and the need for greater feedback on performance - 'I did not know what the boss thought until I asked for a reference'. The view was also given that the 'Metherell years are still taking their toll...a feeling of everything is dumped on middle management is still around...or anything the principal does not want to do'.

Overall, there was a feeling that the Head of Department position is 'where the real work gets done', to use the words of one of those interviewed, but that it is a 'pressure position'.

9.17 PERCEIVED FUTURE IN EDUCATION

The largest group of those interviewed saw themselves as staying in the Head of Department role in the future. There were 4 Heads of Department who wanted to stay at their present level and at their present school, while there were 10 HODs who wanted to move to another school. Only 2 of the 10 who wanted to move elsewhere desired a promotion to either Deputy or Principal. Overall, 11 HODs saw themselves as staying at the Head of Department level. Of those desiring promotion, 7 aspired to Deputy Principal and 3 to the position of Principal. There were 4 who saw their preferred future in higher education, whilst 3 intended to leave teaching.

On the issue of career advancement, one female HOD at a government school had very strong views on the negative bias towards females, stating 'females not only have to equal men they have to be better'. Two others (male, government) were very unhappy with the trends within the department. One stated: 'most want to be loyal but the department has lost it'. Two HODs (male, independent, non-government secondary school and government) commented on the new workload of the deputy principal. One said he had wanted to be a Deputy but 'not now due to the workload, stress, burden, and pay'. One HOD (male, independent, non-government secondary school) commented that he was on the 'cusp of decision making...either promotion to Deputy, stay a HOD, retire early, or get out'. Two HODs said they desired voluntary demotion, while commencing higher degree study and moving into a consultancy role were each mentioned by two HODs as their preferred option for the future.

Men tended to mention a wider range of career options than women. For example, there were 4 men who saw themselves taking on increased management responsibilities, 3 men who saw themselves leaving teaching, 2 men who mentioned voluntary demotion, and 2 men who intended to pursue higher degree study. None of these options were mentioned by the female HODs interviewed.

These findings beg the question of where the next generation of senior school leaders is to come from, if so few of those HODs interviewed expressed a desire for promotion to Deputy or Principal.

9.18 OTHER COMMENTS ABOUT THE ROLE OF THE HEAD OF DEPARTMENT

Often, this final section of an interview schedule elicits the deepest, most thoughtful responses, following the reflection that earlier structured questions promote. Below is a varied selection of thoughts and views which throw further light on the world of work of the secondary Head of Department today.

- ‘There is a lack of recognition of the role – it’s where the real work gets done. I learnt early you can’t do all the job description – amazing what is expected...I needed to learn to prioritise... it is still good being a HOD as some control is gained’ (male, independent, non-government secondary school).
- ‘The main reason for going into the job was financial but really the financial security is not there!’ (male, government).
- ‘The fact is I believe we’re very much ‘over-cooked’ where we are now...a lot of pressures coming up from below...teachers coming into the system with low level teaching and management skills and minimal subject knowledge. The school’s overburdened now...pressure coming from the top...I enjoy everyone of these experiences, but don’t enjoy not being able to give major time to specific projects...It is important as a HOD I need to be able to do something different otherwise I’d go crazy...need new challenges, e.g. new syllabuses’ (male, government).
- ‘I’m feeling a little insecure re the position of HOD [following release of DET salary award proposal]...wondering how schools can adapt to possible changes...imagining more multi-skilled HODs...multi-campus...How will I fit into the pattern...how will schools cope?’ (female, government).
- ‘I think we work too hard and fast...don’t stop to reflect...perhaps there should be a development program for HODs...very onerous position’ (female, independent, non-government secondary school).
- ‘I have strong feelings about male versus female management opportunities...still male dominated...females not only have to equal men they have to be

better...promotion to HOD is the best thing I could have done, but I didn't do it for the money...I am starting to encourage other females' (female, government).

- 'The diversity of skills needed really staggered me the more I thought about it...More support is needed for this pivotal position. The [senior] executive can tend to be too removed from the classroom – the HOD is a good position to be a conduit between the classroom and the executive. This continuum between the classroom and the executive could be very powerful. At present it is not being exploited enough' (male, independent, non-government secondary school).
- 'At [this school] lots of HODs feel hard done by, they feel there is inequity between loads, lack of understanding, lack of recognition – I didn't know what the boss thought about me until I asked for a reference...The executive does not often realise how much pressure there is – they unload their pressure on HODs. There has been a lot of sickness/stress leave here with HODs...School Council forget the degree of pressure – there is some resentment against this group...Some [HOD] jobs are huge yet others relatively 'cushy'...a bigger differential is needed and/or a better recognition of the big departments...time is more important than money...constant nature of pressure is the thing you notice' (male, independent, non-government secondary school).
- 'I try to actively encourage others to do the HOD job. It's a critical job in the school. I find that as you move up the rung you seem to have less support. The senior executive can tend to feel isolated' (male, government).
- 'I think the HOD job is worthwhile. I'm only new and I come into contact with a lot of cynical HODs – not just at this school but elsewhere. They don't believe this, but I do' (male, government).
- 'It's a challenge. It is different. The amount of work is overwhelming and it's not seen as hard...I find in a private school I have to take work home. You have to consider both staff needs and school needs at the one time and this is difficult' (male, independent, non-government secondary school).
- 'I think days when you can step back and see others doing things are great. The most difficult thing is being interrupted and trying to do other things. I feel I give the job

my best – to my personal detriment. I feel I have to adhere to a high level to achieve’ (female, government).

- ‘Do it if you get the chance. Don’t think you’re not capable. Have a go. That’s how I started, admittedly with a helpful principal. Most people could do it if they have people skills and can interact with a range of stakeholders. I figured I could always go back to classroom teaching if it didn’t work’ (male, government).
- ‘The job has changed enormously. When I started, the job was running a department...not expected to do all other peripheral things. In a short time that became more difficult...staff aging makes it more difficult to introduce change. I once came at 8.00am and planned lessons. Today I still come at 8.00am but can’t get through my pigeon hole by the start of the day, so much more to read. Everything in schools is in a rush – the kids are not getting a fair go out of this. Classes are as large now as when I started teaching, which makes a big influence on discipline’ (male, government).
- ‘So much comes down to matching one’s own personal style with the principal’s personal style...the principal [here] likes a fixed communication time each week. In this system, this is hard to obtain in a large school with constant activity. It does happen in small primary schools and industry...the system is only as good as the people in it and how they work’ (male, government).
- ‘The headmaster reckons this is a high stress position. It’s different for me because money is not an issue and I have no goals to go further. Sometimes it’s hard to think what I’m doing this for. You can’t win all the problems. It can be both rewarding and depressing. You get caught between two levels. You’re always on a hiding to nothing but when you’re right it feels good. We’ve got a crowded curriculum and little flexibility. It’s good to recognise talent and encourage it’ (male, independent, non-government secondary school).
- ‘Basically the job is very enjoyable but it can be frustrating when you have deadlines and have others you work with to depend on...Sometimes I have to cover up for others. It’s stressful at times but rewarding working with staff and students. It’s good to have a role in major decision making’ (male, independent, non-government secondary school).

- 'I think I'm lucky with the variety of things I do. I've got great support from the school, including resource support. I have a substantial level of resources...The sad thing is that if you want to be better paid you have to move from the classroom. This is a major problem. I know many of my colleagues are just going back to teaching...There is an increasing demand on my time. This seems to come in wave after wave' (male, independent, non-government secondary school).
- 'It is an opportunity I wouldn't have missed. You see things in an interesting way as an HOD...part of life's rich tapestry but not one I would have wanted to stay in permanently' (male, independent, non-government secondary school).
- 'It's the most enjoyable position in the school. Senior executives work under a lot of pressure. HODs are less pressured as they deal with kids. Higher up are very emotional issues, especially for the deputy headmaster. As HOD, you can still know the kids. I've done acting positions – including acting deputy in a government school for two terms. Too pressured' (male, independent, non-government secondary school).
- 'It's an area not easily defined re parameters and limits, it depends very much on the school and it's culture, which can have significant influences on the position. There are aspects of the job which go beyond normal expectations and especially in terms of time...has to be balanced against personal life. Demands can be enormous and can fluctuate at different times of the year. There never seems enough time to administer everything...many constraints and complications' (male, independent, non-government secondary school).
- '...a balancing act, frustration, stress attached with this all the time...sense of responsibility...demanding content [in subject], to take higher level classes others don't want to do...two courses [the HSC and IB]...I didn't like the question on percentage of time [spent on aspects of role]...it was a frightening thought provoker...I was confronted with the necessity to cut back teaching' (male, independent, non-government secondary school).
- 'I'm settling in more now as two terms ago I was a raw recruit...I like to be organised and am not as much as I'd like to be because I'm in a different environment...I don't seem to be moving...not quickly enough...seem to be going around and around in

circles...the nature of changing positions...At this stage each day is still a new day...until I've been in the school 12 months getting a grip, getting a handle on 'authority' that comes with the position' (female, independent, non-government secondary school).

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